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ABSTRACT

Noting that the conflicts arising daily for young children provide an opportunity for adults to model and teach skills for handling conflict peacefully, this guide provides tips for preventing unnecessary conflict, offers "first aid" for conflict moments, and provides resources for addressing common situations that can cause conflict. Developed cooperatively by Ohio's Commission on Dispute Resolution and Conflict Management, Head Start Association, and Department of Education Division of Early Childhood, with implementation facilitated by many Ohio public libraries, the guide is comprised of 40 thematic units of instruction for the early childhood setting, with most units accompanied by home cards providing tips for preventing conflict and suggested activities. Each unit contains information on the importance of the topic for conflict management and its link to peace, suggested books, activities, and copies of home cards. The 40 units cover: (1) anger and aggression; (2) art; (3) bad day; (4) bad language; (5) bathtime; (6) bedtime; (7) behavior; (8) big and little; (9) big brother, big sister; (10) biting; (11) conflict; (12) cultural diversity; (13) death; (14) disabilities; (15) divorce; (16) dressing; (17) family; (18) fears; (19) feelings and emotions; (20) free choice; (21) lying; (22) mealtime at school; (23) mistakes; (24) nap time at school; (25) new baby; (26) teaching the problem-solving process; (27) safety; (28) school; (29) security objects; (30) self-esteem; (31) sharing; (32) siblings; (33) sickness; (34) stealing; (35) stress; (36) tantrums; (37) time out; (38) transitions; (39) whining and nagging; and (40) work. Also included in the guide are additional resources, such as a list of books for each unit, information on child development and child needs from birth to five years, and suggested readings for teachers and parents. (KB)

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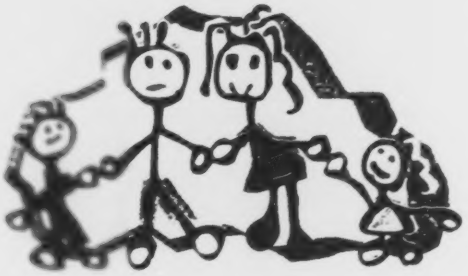

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Practical Activities and Resources for Families, Teachers and Other Caregivers

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Ohio Commission on Dispute Resolution & Conflict Management
77 S. High St., 24th Floor Columbus, Ohio 43266-0124
614-752-9595 www.state.oh.us/cdr/

Dr. Norman E. Dewire, Chair, Delaware
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Maria L. Mone, Executive Director
Margaret G. Lewis, Associate Director
Jennifer C. Batton, Director of School Programs
Randy L. Fisher, Director of Community & Court Programs

Ohio Head Start Association, Inc.
505 Windsor Park Drive Dayton, Ohio 45459 937-435-1113
Barbara Haxton, Executive Director
Julie Stone, Training Development Manager

Ohio Dept of Education,
Division of Early Childhood Education
65 S. Front Street Columbus, Ohio 43215 614-466-0224
Jane Wiechle, Director
Stephanie Gerber, Consultant

ACKNOWLEDGMENTS

This resource is an outcome of a cooperative effort initiated by the Ohio Commission on Dispute Resolution and Conflict Management, with the Ohio Head Start Association, Inc., and the Ohio Department of Education - Division of Early Childhood. Its implementation is being facilitated through the cooperation of many Ohio Public Libraries.

The resource materials have been widely piloted. Cooperating teachers, staff and parents are too many to name individually. The programs of OHSAI contributed greatly as did public-school pre-schools and other child care agencies. Many activities were provided by Project Leap, (The Library's Educational Alternative for Preschoolers) and Kits for Kids. Central to the effort was the Materials Advisory Committee.

Early Childhood Materials Advisory Committee
John J. Coblentz, Director
Ashtabula County Head Start Child & Family Development Center
Ametta L. Reaves, Program Enhancement Specialist, OHSAI
James A. Scott, Jr., Program Enhancement Specialist, OHSAI
Anita Whitely, Committee Chair

Materials Development
Ursuline Academy of Cleveland
Linda Martin, OSU, Early Childhood Advisor and Technical Assistant
Anita Whitely, OSU, Conflict Management Consultant

Significant Contributions of Materials
Janice Smuda, Early Childhood Specialist, Project LEAP,
Cuyahoga County Public Library
Judith Campbell, Youth Services Coordinator, Kits for Kids
Akron-Summit County Public Library

TABLE OF CONTENTS

I. Introductory Materials

II. Themes: Teacher Units and Home Cards

THEMES: TEACHER UNITS	HOME CARDS
1. Anger and Aggression	*1 Anger and Aggression*
2. Art	*2A Art* *2B Art Activities*
3. Bad Day	*3 Bad Day*
4. Bad Language	*4 Bad Language*
5. Bathtime	*5A Bath Time Fears* *5B Bath Time*
6. Bedtime	*6 Nighttime Fears*
7. Behavior Thinking About It Motivating Good Behavior Discipline Dealing with Misbehavior	*7 Behavior* *7A Thinking About Behavior* *7B Helping Children Want to Behave* *7C Behavior: Discipline* *7D Dealing with Misbehavior (For Time Out see 37)*
8. Big and Little	
9. Big Brother, Big Sister	*9 Activities for Brothers & Sisters*
10. Biting	*10 Biting*

THEMES: TEACHER UNITS	HOME CARDS
11. Conflict Helping Children Get Along Preventing Conflicts Stop Rule Solving Conflicts	*11 Conflict* *11A Helping Children in the Family Get Along* *11B Preventing Conflicts Between Children in a Family Stop Rule* *11C Solving Conflicts in a Family*
12. Cultural Diversity	*12 Cultural Diversity*
13. Death	*13 Death*
14. Disabilities	*14 Disabilities*
15. Divorce	*15A Divorce or Separation* *15B Divorce: Books to Help Talk About It*
16. Dressing	*16A Dressing* *16B Dressing Activities*
17. Family	
18. Fears	*18A Fears* *18B Fears: Activities to Use*
19. Feelings and Emotions	*19 Feelings and Emotions*
20. Free Choice	
21. Lying	*21 Lying*
22. Mealtime at school	*22 Eating*
23. Mistakes	*23 Mistakes*
24. Nap Time at School	*24 Nap Time*

THEMES: TEACHER UNITS	HOME CARDS
25. New Baby	*25A New Baby: Preparing the Older Child* *25B New Baby: Welcome Home!*
26. Problem Solving: Teaching the Process	*26A Problem Solving* *26B You Can Solve It!*
27. Safety	*27 Safety*
28. School	*28 School*
29. Security Objects	*29 Security Objects*
30. Self-Esteem 30A Being Capable 30B Being Lovable 30C Being Responsible	*30 Self-Esteem*
31. Sharing	*31 Sharing*
32. Siblings	
33. Sickness	*33A Sickness, Doctor Visits & Tests* *33B Sickness in the Family*
34. Stealing	*34A Stealing* *34B Stealing: Preventing and Addressing Problems*
35. Stress	*35 Stress*
36. Tantrums	*36 Tantrums* *36A Tantrum Prevention* *36B Tantrum: First Aid* *36C Big-Time Tantrums*
37. Time Out	*37 Time Out*

THEMES: TEACHER UNITS	HOME CARDS
38. Transitions	*38 Transitions*
39. Whining and Nagging	*39 Whining and Nagging*
40. Work	*40A Work: Getting Started* *40B Work: Making It Easy and Fun*

III. Additional Resources

Guide to Suggested Literature and Books

Finding the "Right" Book

Teachers' Final Gifts for Children

Parents' Final Gifts for Children

Year by Year: What to Expect, What to Do

Readings for Teachers and Staff

Readings for Parents

Death: What Children Understand and How They Cope

INTRODUCTION

Conflicts arise daily for young children and those who care for them. While the conflicts may at times be disrupting or disturbing, they offer adults many opportunities to model and teach skills for handling conflict peacefully.

This resource is designed to
- provide tips to prevent unnecessary conflicts;
- provide first aid for the conflict moment, and
- provide resources to address common situations that can be the cause of conflict within a child, between children, or within families and groups.

An important belief underlying the materials is that conflict is natural and always with us. As children realize that they can grow and learn from situations that produce conflict for them, they will be more likely to have the confidence to respond positively to difficult situations.

Harmony between the manner in which conflicts are addressed at daycare or school and at home is the ideal situation for young children. For that purpose, most of the thematic units are followed by accompanying parent cards. It is suggested that the parent materials be duplicated back-to-back on card stock, cut in half, and sent home with a Parent Letter. A sample letter can be found on the next page.

Participating Libraries

Efforts are underway for collaboration with the Ohio Public Libraries. Listed below are those libraries who are compiling the books suggested for the thematic units into kits which can be borrowed by the child care provider. It is our belief that there will be a strong interest on the part of Ohio's libraries as word of the project spreads.

Morley Library
Tony Petruzzi or Lorene Balleee
194 Phelps Street Painesville, OH 44077-3926
440-352-3383

Elyria Public Library
Don Burrier
320 Washington Avenue Elyria, OH 44035
440-323-5747

Dear Parents and Other Caregivers,

We are beginning a unit on ______________________________ from Learning Skills of Peace Through Every Day Conflicts and are sending you some related materials from the same book that were developed for use at home.

If you choose to use the materials, please let us know if you like them.

Sincerely,

Dear Parents and Other Caregivers,

We are beginning a unit on ______________________________ from Learning Skills of Peace Through Every Day Conflicts and are sending you some related materials from the same book that were developed for use at home.

If you choose to use the materials, please let us know if you like them.

Sincerely,

1 ANGER AND AGGRESSION

THE BIG PICTURE: Anger and aggression are normal for children. These feelings must be controlled and directed in acceptable ways. Children have to learn how to balance their own needs with the needs of others.

Things to Do for You

- Let the children know that feelings of anger are all right.
- Never hit children when you are angry. It hurts them and it scares them. It also teaches them that violence can be used to solve problems.
- Hearing adults yell and scream in anger can be violent for children and can teach them to handle their own problems by yelling and screaming.
- Learn your "hot spots" - the things that make you angry. Find ways to keep them from being pushed and to cool down when they have been pushed.
- We all get angry and sometimes we regret the way we acted on our anger. Be willing to tell children that you are sorry for hurting them, scaring them, or being unfair.
- Let the children see how you as the adult control your anger. Say, "I am angry right now. I have to calm down before I talk to you about that."
- Give yourself a "time out." Say, "I'm very unhappy about what is happening here and need some time in the 'Cool Off Place' before we deal with this."
- When you have cooled down go back to the child and talk about the problem.
- Be careful not to tell children that they make you angry. You have control of your own feelings. Say, "When you go into my desk **I feel angry** because I know you know that it is mine."
- Be sure the children know that it is their behavior, not them, that you don't like.

For Children

- Let children know that it is OK to be angry or hurt.
- As children get older, let them know that it is OK to be angry but it is not OK to express anger in ways that are hurtful.
- Children need to know that it is not OK to be angry all the time.
- Plan with children what they can do when angry.

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- Ask, "If you weren't feeling angry, what would you be feeling?"
- Help children name and deal with the more tender emotions of hurt, sadness and disappointment.
- Ask what the child is feeling now and what would help him/her not to feel that way.

Cool Off

- Design with children a "Cool Off Place." Put items that will help children calm down, such as music, dolls, a special blanket, pillows, an innertube, stuffed animals, paper, crayons or paints, and clay.
- Put a mirror in the Cool Off Place. Children tend to smile when they see themselves in a mirror and that helps them feel better.
- Use stuffed animals or puppets to act out what one might do when he or she is angry.
- Teach children to take deep breaths and count to 10.
- If you give a time out, let the child set the timer. Remember, the time should be the same as their age: two minutes for two year olds, three for three year olds, etc.

Talk It Out

- Help the children build a vocabulary so that they can put into words what made them angry.
- When a child is angry at another, invite him or her to talk to the other person. Say, "Use your words."
- Help children learn to let the other person know what made them angry.
- Teach them to say, "I don't like it when you do that. Please stop." *See 7B.*
- Set a timer. Give each person 1 minute without interruptions to say what made him/her angry.

Teaching about Anger

Use picture books such as the following.

Read All the Animals Were Angry by William Wondriska (Holt, 1970).

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The anger of one animal spreads from animal to animal. The happiness of another animal spreads to replace the anger of all of them.

- Talk about how bad feelings spread and how much better good feelings feel.
- Talk about ways angry children can help themselves feel better.

Share The Grouchy Ladybug by Eric Carle (HarperCollins Inc., 1977). A grouchy ladybug is looking for a fight and challenges everyone she meets regardless of its size. This crabby ladybug learns the advantages of getting along with others. The pictures and format appeal to very young readers.

- Ask, "What can we learn from the ladybug?"
- "What are things you can do to help someone who's having a bad day?"

Draw an angry face on a stuffed animal. Read Sometimes I Get So Mad by Paula Hogan (Raintree/ Steck-Vaughn, 1980). Let the children hold the doll while they tell what makes them angry.

Hold a puppet. Ask the children to give the puppet a name and then to tell some good or bad things that could happen to the puppet. Have the puppet read Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Atheneum, 1972).

- Encourage the children to share experiences about a bad day they have had and how they felt.
- Write down the children's suggestions of what they can do to feel better when they are frustrated or angry.

Felix gets sick at school in The Island Light by Rosemary Wells (1992), and nothing goes right the rest of the day. He escapes to the Bunny Planet where he can imagine "the day that should have been."

- Help children practice using their imagination to think happy thoughts when they are having a bad day. Ask them, "Where do you feel happy? What do you like to do? Imagine yourself being there or doing that." Tell them they can think about those things when they don't feel good or when they are having a bad day.

Teach and use the song, "Use a Word" from *Teaching Peace* by Red Grammar (Red Note Records, 1986). The song encourages children to use their words instead of fighting.

- Ask "What words can people say when they want something?...When they are hurt?...When they are sad?...When they are angry?"

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THE LINK TO PEACE: Aggression might give a child a sense of power but really does not solve conflicts. Children can direct their anger in a positive way that will help them get their needs met nonviolently.

Activities reprinted from PROJECT LEAP with permission of Cuyahoga County Public Library.

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1

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Home Card 1

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Home Card 1

- Be willing to tell your child that you are sorry for hurting, scaring, or being unfair to him or her. Talk things out after you have cooled down.

Things To Do For Your Child

- Let your child know that it is OK to be angry or hurt, but it is not OK to express anger in ways that are hurtful, and it is not necessary or OK to be angry all the time.

Cool Off and Talk It Out

- Plan with your child what he/she can do when angry.
- Allow your child to express anger physically in non-hurtful ways, such as running around the yard or throwing a ball.
- Help your child create a "Cool Off Place". Put in it items that will help your child calm down, such as music, dolls, a special blanket, stuffed animals, paper and crayons or paints, clay.
- Help your child name his feelings.
- Teach her to say, "I don't like it when you do that. Please stop."

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2 ART

THE BIG PICTURE: Children love art projects. They learn much by doing. Children can be extremely creative during art projects. There is less conflict if there can be "mess" without stress.

Be Prepared

- Have the children wear clothes that can get messy, like old shirts, smocks or aprons.
- Keep the art area (tables, floor) covered with plastic or newspaper.
- Save old shower curtains or plastic tablecloths to use as dropcloths.
- Have the art area near a sink.
- Keep a trash can close.

- A basin or pail of soapy water helps clean-up.
- An extra basin or pail of soapy water helps wash-up.

Tips for Paint and Glue

- A drop of liquid soap in paint makes clean up easier. Use water-color paints.
- Cornstarch helps thicken "drippy" paint.
- Use paintbrushes with short handles.
- Use shallow containers for paint.
- Put a small amounts of paint in containers.
- Use washable glue.
- Put a small amount of glue in a shallow paper cup.
- Have children use coffee stirrers, ice cream sticks, Q-tips or toothpicks to put glue on the project.
- Have children use a small paint brush with a short handle to "paint" glue on.

Tips for Clean Up

- Have child-size brooms and dustpans for clean up.

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- Have containers for various types of art materials... paper scraps, sequins, pom-poms, felt, ric-rac, etc. Egg cartons are good for this.
- Teach children to clean the area before moving to another area.

Tips for Compliments

- Restrain yourself from "fixing" the child's art. If you do, it is no longer his/hers.
- Don't give false praise, such as "It's beautiful." If it isn't the child probably knows it. Instead you can say honest things such as "I love the colors you chose" or "That was an interesting idea you had."

Rhymes, Songs, and Fingerplays

Draw a Circle

Draw a circle, draw a circle, (draw a circle in the air with your index finger)
Round as round can be,
Draw a circle, draw a circle,
Just for me.

Draw a square, draw a square, (draw a square in the air with index finger)
Shaped like a door,
Draw a square, draw a square,
With corners four.

Draw a triangle, draw a triangle, (draw a triangle in the air with index finger)
With corners three;
Draw a triangle, draw a triangle,
Just for me!

Fingers, Fingers (Show actions with your fingers for each phrase)
Fingers, fingers everywhere,
Fingers drawing little squares.
Fingers drawing circles round,
Fingers drawing without a sound.
Fingers drawing rectangles,
Fingers drawing little bangles.
Fingers learning how to snap,
Fingers help clap, clap, clap!

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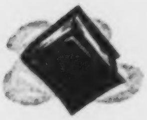
Activities

Use paints, markers, or food coloring to show what happens when the primary colors are mixed. While mixing the children can say:

Mixing
Mix RED and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix BLUE and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix RED and GREEN, a pretty shade,
Can you tell the new color you've made?

Book Activities



Read The Art Lesson by Tomie dePaola (Putnam, 1989) to the children. Encourage them to draw from their imagination.

Read Not in the House, Newton by Judith Heide Gilliland (Clarion, 1995). Have the children tell a story through drawings.

Introduce collage making by sharing the book Lucy's Pictures (Dial Books, 1994). Have the children bring in a bag of things that can be felt: buttons, twigs, pieces of cloth, leaves, etc. and use them to make a picture.

THE LINK TO PEACE: Art is an expression of creativity. It is also a wonderful, positive, outlet for children's feelings.

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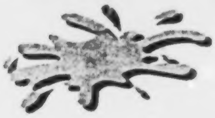
2A ART

THE BIG PICTURE: Children love art. Art can help them learn to use their imaginations and time well. There is less conflict if there can be "mess" without stress.

Make a special art area

- Have clothes that can get messy, like old shirts, smocks or aprons.
- Keep art materials in a special area: a box, a desk drawer, somewhere near a sink and a waste basket. Have containers for various types of art materials... paper scraps, sequins, pompoms, felt, ric-rac, etc.

Making art fun and easy



- Save old shower curtains or plastic tablecloths to use as dropcloths.
- Use water-color paints.

Home Card 2A

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Making art fun and easy

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Home Card 2A

- Use washable glue. Put a small amount of glue in a paper cup.
- Have your child use a coffee stirrer, Q-tip or toothpick to put glue on.
- A drop of liquid soap in paint makes clean up easier.
- Cleaning up the art area can be part of the fun. Make up a poem or song to use as you clean up before the art work is displayed.
- Don't "fix" your child's art. If you do, it is no longer his or hers.
- Don't give false praise, such as "It's beautiful." If it isn't the child probably knows it. Instead you can say honest things such as "I love the colors you chose" or "That was an interesting idea you had."

Make a special place to display the art

- Display the art on the refrigerator or the door of your child'sbedroom.
- Have your child make a sign that says "Art by..."

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2B ART ACTIVITIES

THE BIG PICTURE: Art can help children express their feelings in a positive way and feel good about learning and making new things. Doing art together can be a fun way for families to share good times.

Mixing colors

Use paints, markers or food coloring to show what happens when the primary colors are mixed. While mixing the children can say:

Mix RED and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix BLUE and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix RED and GREEN, a pretty shade,
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Home Card 2B

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Mixing colors

Use paints, markers or food coloring to show what happens when the primary colors are mixed. While mixing the children can say:

Mix RED and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix BLUE and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix RED and GREEN, a pretty shade,
Can you tell the new color you've made?

Home Card 2B

Fingerplay

Fingers, Fingers (Use your fingers to show the action of each sentence)
Fingers, fingers everywhere, fingers drawing little squares.
Fingers drawing circles round, fingers drawing without a sound.
Fingers drawing rectangles, fingers drawing little bangles.
Fingers learning how to snap, fingers help clap, clap, clap!

Book Activities

Read Not in the House, Newton by Judith Heide Gilliland (1995). Have your child tell a story through drawing.

Introduce collage making by sharing the book Lucy's Pictures. Have your child collect things that can be felt: buttons, twigs, pieces of cloth, leaves, etc. and use them to make a picture.

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3 BAD DAY

THE BIG PICTURE: The children need to know that they can choose not to be sad or angry when things don't go well.

Things to Do

- Teachers can model taking difficult things well. On those days that nothing goes right, saying "So, boys and girls...Tomorrow will be a better day, right?" helps them to know they can take things in stride.
- When a child is having a bad day ask, "What can we do so tomorrow will be better?"

Backward day A sense of humor helps turn negative days around.

- Tell the children that some days just seem to start out backwards and the backward day can help them remember that sometimes, when nothing seems to go right, we can just laugh about it.
- Have a backwards day. Invite the children to wear hats or jackets backwards, count backwards, walk backwards, eat breakfast foods for lunch, dessert first, play games backwards, etc.

Use Books and Puppets

Ask the children, "Have you ever swallowed a fly? How do you think it would feel? What would you do?" Continue by saying, "I know an old lady who swallowed a fly and this is what happened." Read or sing I Know an Old Lady Who Swallowed a Fly as retold by Nadine Bernard Westcott (1980, Little Brown and Company). Invite the children to join in saying or singing the repetitive phrases.

Show the cover of It Wasn't My Fault by Helen Lester (Houghton Mifflin Company, 1985). Ask the children to tell what they think is going to happen in the story. After sharing the story invite the children to tell about accidents that have happened around them which weren't their fault.

Sometimes everyone has a bad day for no reason. Share one of these books: Addie's Bad Day by Joan Robins (Harper Trophy, 1993); Just a Bad Day by Gina and Mercer Mayer (Golden Books, 1998); or Alicia Has a Bad Day by Lisa Jahn-Clough (Houghton Mifflin, 1994). Ask

- What are some things that went wrong on the bad day?

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- What did the person having the bad day do to try to make it better?
- What helps you feel better when you are having a bad day?

Sometimes people have a bad day because there is something bothering them. Ask the children if they can guess the reason that Frankin is having a bad day as you read Franklin's Bad Day by Paulette Bourgeois and Brenda Clark (Scholastic, Inc., 1997). Ask what made Franklin begin to feel better. Franklin felt better when he used his words and told his father that he was sad and mad that his friend had moved away. Role play the story, using words.

Rhymes, Songs and Fingerplays

Invite the children to participate in the actions.

Jack and Jill
Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down,
And broke his crown,
And Jill came tumbling after.

Sing a Song of Sixpence
Sing a song of sixpence,
A pocket full of rye.
(Place hands in imaginary pocket)
Four and twenty blackbirds
(Flap arms)
Baked in a pie.
(Make circle with arms)
When the pie was opened
The birds began to sing!
(Two or more children whistle)
Wasn't that a dainty dish
To set before the king!

The king was in his counting house,
Counting out his money. (Pile coins)
The queen was in the parlor,
Eating bread and honey. (Eat)
The maid was in the garden,
Hanging up the clothes,
(Motion of hanging clothes)
When down came a blackbird
(Flap arms)
And snipped off her nose.
(Pinch nose)

Humpty Dumpty
Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses and all the king's men
Couldn't put Humpty together again.

One Little Kitten, One
(Hold up one finger for each kitten)
One little kitten, one.
Said, "Let's have some fun!"
Two little kittens, two
Said, "What shall we do?"
Three little kittens, three
Said, "Let's climb that tree."
Four little kittens, four
Said, "Let's hide behind the door."
Five little kittens, five
Said, "Here's a beehive!"
"Bzzzzzz" went the bee,
And they scampered up a tree!
(Move fingers in running motion)

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3

BAD DAY

THE BIG PICTURE: Children need to know that they can choose not to be sad or angry when things don't go well.

Things to Do

- Parents can model taking difficult things well. On those days that nothing goes right, hearing you say "Tomorrow will be a better day, right?" helps your child know he, too, can take things in stride.
- When a child is having a bad day ask, "What can we do so tomorrow will be better?"
- Act on your child's suggestions or make some of your own that will help things go more smoothly for her.

Backward day A sense of humor helps to turn negative days around.

Home Card 3

3

BAD DAY

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- When a child is having a bad day ask, "What can we do so tomorrow will be better?"
- Act on your child's suggestions or make some of your own that will help things go more smoothly for her.

Backward day A sense of humor helps to turn negative days around.

Home Card 3

- Tell your child that some days just seem to start out backwards and the backward day can help them remember that sometimes, when nothing seems to go right, we can just laugh about it.
- Have a backwards day. Invite your child to wear hats or jackets backwards, count backwards, walk backwards, eat breakfast foods for lunch, dessert first, play games backwards, etc.

Use Puppets

- Encourage your child to talk about the bad day, using puppets. The child can play more than one part or help you to know how to act out the part of some of the other people in her day.
- Use the puppets to do some problem solving about what could have or will make things better.

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4 BAD LANGUAGE

THE BIG PICTURE: Through TV or friends children often learn words that caregivers and schools do not feel are good for them to use. Very often the children do not even know what the words mean. Adults can help children learn what words are acceptable to use.

Things For You to Do

- Model good language. Clean up your act if needed.
- If you slip and say a bad word tell the children you have to change a bad habit. Ask them what you could have said instead.

- Ask their help. "If you hear me say that again will you help me stop by saying "Ooops!"

For the Child

- Remember, children often repeat words they hear. Often they have no idea what they mean.
- If a toddler uses a bad word, ignore it. It probably won't be repeated.
- If a child uses a bad word let him/her know it is not acceptable.
- Help the child think of another word or phrase to use. For example he/she could say, "I'm so mad I could lift a car" or "I'm enraged and furious." Children enjoy using big words. Be certain to explain what they mean.

- Teach children that unkind or bad words can really hurt. Say, "How do you feel when Duane says those words to you?" Say, "That word makes Tanya feel bad", or "That word upsets other people when they hear it. Let's find a different way to let them know you are angry."
- Do not embarrass the child if he/she uses a bad word in public. Just quietly correct the spoken word as you would in the classroom.
- Help the child to name the emotion he/she is expressing.
- Help the child learn other ways to express that feeling without using bad words. Riding a bike or reading a book can help relieve negative energy.
- Share the book Elbert's Bad Word by Audry Wood (Harcourt Brace Jovanovich, 1988). Elbert "catches" a bad word, and, without warning, it springs out and causes an uproar.

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4

BAD LANGUAGE

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Things You Can Do

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- Ask their help. "If you hear me say that again, will you help me stop by saying "Ooops!"
- Remember, children often repeat words they hear or words they think they hear. Often they have no idea what they mean.

Home Card 4

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Home Card 4

Things To Do For Your Child

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- Teach your child that unkind or bad words can really hurt. Say, "That word upsets other people when they hear it. Let's find a different way to let them know you are angry."
- Help your child to name the emotion she/he is expressing.
- Help your child learn other ways to express that feeling without using bad words. An activity such as riding a bike or reading a book, can help get rid of negative feelings.
- Do not embarrass the child if he or she uses a bad word in public. Just quietly correct the misbehavior as you would at home.

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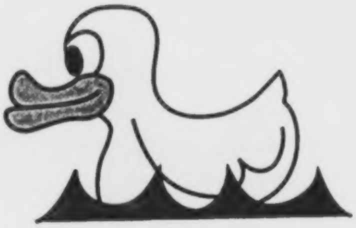
5 BATHTIME



THE BIG PICTURE: Bathtime can be stressful for families. Teachers can help to ease home tensions by helping children to have a positive attitude about bathtime.

- Small children often have fears about taking a bath.
- Hold up a bath toy. Ask "What does this make you think of? What toys do you like to take into the bathtub?"
- During this unit let the children play in the sink with toys/bubbles. Then have your them pull the plug on the drain to watch the water go down. Explain what is happening. Point out that the toys did not go down the drain.
- Be very careful to make sure the water is not too hot.
- If the drain opening is large, tie a washcloth over it or buy a cover so that fingers and toes don't get stuck.

An entire unit can be created for older children (5 and +) using a water table and the book Splash! All About Baths by Susan Kovacs Buxbaum and Rita Golden Gelman (Little, Brown & Company, 1987). Before he bathes, Penguin answers his animal friends' questions about baths such as "Why does the water rise when you get in?" and "Why do some soaps float?" The pictures could be used to teach younger children but the teacher would need to simplify the language.

Boys especially will love Dad's Car Wash by Harry A. Sutherland (Atheneum, 1988).

- As you share the book with the children, ask which parts of the body do the pictures show being washed as the words of the story tell about the car wash.

Rhymes, Songs and Fingerplays

Bathtime Magic by Joanie Bartels, Discovery Music, 1989.
This tape contains contemporary and traditional waterplay songs. The words to all the songs are enclosed with the audiotape.

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Bath Time

After a bath, I try, try, try
to wipe myself dry, dry, dry.
(Rub upper arms with hands)
Hands to wipe and fingers and toes,
(Hold hands out, palms up,
then point to toes)
Two wet legs and a shiny nose
(Hands on thighs,
then point to nose)
Just think how much less time
I'd take
If I were a dog and could shake,
shake, shake! (Shake body)

Two Little Ducks

Two little ducks that I once knew,
(Extend index and tall fingers;
emphasize each duck)
Fat ducks, skinny ducks,
there were two,
but the one little duck with the
feathers on his back,
(emphasize one with index
finger)
He led the others with a
quack, quack, quack.
(Bend arms at elbows, tuck hands in
armpits, flap arms up and down.)
Quack, quack, quack.
Quack, quack, quack!
He led the others with a
quack, quack, quack.

Down to the river they would go,
(Put hands together
and wiggle in front of the body)
Wobble, wobble, wobble, wobble,
to and fro.
But the one little duck
with the feathers on his back,
(repeat actions)
He led the others with a
quack, quack, quack.
Quack, quack, quack.
Quack, quack, quack!
He led the others with a
quack, quack, quack.

THE LINK TO PEACE: Associating bathtime with enjoyable rhymes and stories will help children to enjoy rather than argue about bathtime.

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BATH TIME FEARS

THE BIG PICTURE: Some children have fears of taking a bath. They might not have the words to name their fears, but there are ways parents can make them feel safe.

Things to Do

- Be patient if your child is fearful. These fears are real!
- Practice bath time: let your child play in the sink with toys/bubbles. Then have your child pull the plug on the drain to watch the water go down. Explain what is happening. Point out that the toys do not go down the drain.
- Show your child that large objects, sponges, toys, and children can't go down the drain of the bathtub - only water.
- Be very careful to make sure the water is not too hot or cold.
- Play some relaxing or favorite music during bath time.

Home Card 5A

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Home Card 5A

- If the drain opening is large, tie a washcloth over it or buy a cover so that fingers and toes don't get stuck.
- Fill the tub before your child gets in. Sometimes rushing water makes children fearful.
- Never leave a small child alone in the bathroom, not even for a moment.
- Make bath time fun. Use toys and bubbles. Use a soft mitt for washing.

Play ***Bathtime Magic*** by Joanie Bartels (Discovery Music, 1989). This tape contains waterplay songs. The words are enclosed with the audiotape.

Teach your child **Bath Time**
After a bath, I try, try, try to wipe myself dry, dry, dry. (Rub upper arms)
Hands to wipe, and fingers, and toes, (Hold hands out, palms up, point to toes)
Two wet legs and a shiny nose (Hands on thighs, then point to nose)
Just think how much less time I'd take
If I were a dog and could shake, shake, shake! (Shake body)

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5 B BATH TIME

THE BIG PICTURE: Bath time can be an enjoyable time for both the child and the parent. Safety should always be most important.

Things To Do For The Child Who Doesn't Like to Bathe

- Let siblings bathe together.
- Small children might feel more comfortable bathing in the kitchen sink.
- Let your child have her doll take a bath with her.
- Use bath toys.
- Use a soft wash cloth, a mitt, a sponge or a puppet.
- Share a book:

In I Can Take a Bath by Shigeo Watanabe, Bear does not want to take a bath but learns it is fun. In No Bath Tonight by Jane Yolen (Harper & Row, 1978) Jeremy learns to make Kid Tea.

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Home Card 5B

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Home Card 5B

Getting Clean

- Use small bars of soap.
- Wash first and let your child play later.
- If your child washes himself do not wash him again. Practice will help him get better at the job.
- Make up a bath song. For example, sing
  Back, shoulders, knees and toes, knees and toes
  Back, shoulders, knees, and toes, knees and toes
  And arms and legs and face and nose
  Back, shoulders, knees and toes, knees and toes
  to the tune of ***Head, Shoulders, Knees, and Toes***
- Tell your child how clean he or she looks and smells.
- Hang a low mirror so your child can see himself/herself.

Having Fun

- Let your child blow bubbles in the tub.
- Use a "soap crayon" for drawing on the tub.

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Having Fun

- Let your child blow bubbles in the tub.
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6 BEDTIME

THE BIG PICTURE: Bedtime can be a source of conflict in the home. Teachers can help the children view it as a positive time of the day and at the same time teach children ways of relaxing.

Rituals

- Talk about bedtime rituals with the children. Have them draw each thing they like to do to get ready for bed on a separate card and put them in the order they are done. For children ages 1-3 read At Night by Anne Rockwell (Thomas Y. Crowell, 1986).
- Ask the children to imagine what various animals might do to get ready for bed. Read After Dark by Teryl Euvremer (Crown Publishers, Inc., 1989). Have the children pretend they are the animals in the story as they prepare to sleep.
- Talk with the children about night sounds and identify what they are.
- Read Goodnight, Jessie! by Harriet Ziefert and Mavis Smith (Random House, 1987) to the children.
    - Ask the children if they have a favorite item they like to take to bed at night.
- Ask them if they have ever lost their favorite blanket or toy and what happened. Read Find My Blanket by Susan Brady (J.B. Lippincott, 1998).
    - Have the children act out the story.
- Read the introduction to Darkness and the Butterfly by Ann Grifalconi (Little, Brown & Co., 1987). Allow the children to respond. Explain that Osa lives in Africa where some things are different (Baobab trees, ancestor spirits, clothing) and some things are the same (family, mother, fears, friends).
- Another book that deals with nighttime fears is There's a Monster Under My Bed by James Howe (Atheneum, 1986).
    - Encourage the children to express the fears they may have when they go to bed and have them suggest possible solutions such as a night light, flashlight, teddy bear, etc.

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Ask the children to tell about their favorite stuffed toy. Encourage them to tell who gave them the toy, when they got it, how they feel about it and when they need to have it with them. Share Ira Sleeps Over by Bernard Waber (Houghton Mifflin Company, 1972). Invite the children to act out the story using a teddy bear.

Rhymes, Songs, and Fingerplays

Night (Adapted from the traditional Night and Morning)
This little one is going to bed. (first finger of right hand on palm of left)
Down on the pillow lays a sleepy head. (thumb of left hand is pillow)
Wrap around the covers tight.
This is the way to sleep all night.

Wee Willie Winkie
Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown.
Rapping at the windows, crying through the lock,
"Are the children in their beds?
for, it's past eight o'clock!"

Star Light
Star light, star bright,
First star I've seen tonight.
Wish I may, wish I might,
Have the wish I wish tonight.

A Quiet Time
The sun has gone down
Over the town.
Sh...Sh...Sh...!
Make believe it is night;
And there is no light.
Sh...Sh...Sh...!
Each eye must close,
And now you can doze.
Sh...Sh...Sh...!
Count slowly to nine:
1,2,3,4,5,6,7,8,9.
When you wake up you'll shine!

How They Rest
Pups put heads between their paws.
Kittens curl up in a ball.
Little frogs sit by a pond,
Horses stand in a stall.
Birds hide heads beneath their wings.
Sheep lie down near a shed.
I don't do any of these things at all.
I sleep in my own bed.

Ten in the Bed
There were ten in the bed,
(hold up ten fingers)
and the little one said,
(Hold up pinkie)
"Roll over, roll over."
(Roll both hands in a circular motion, palms out.)

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So they all rolled over and one fell out.

There were nine in the bed,
and the little one said,
"Roll over,..."etc.
(Keep repeating verses until...)
There was one in the bed
and the little one said,
"Good Night!"
(Bow little pinkie)

Twinkle, Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

The Way to Make Believe

Do you know the way to make-believe?
I'll tell you just right.
Wait till a yellow moon comes up
Over purple seas at night,
And makes a shining pathway
That is sparkling and bright.
Then if you know the very words
To cast a spell at night,
You'll get upon a thistledown,
And if the breeze is right,
You'll sail away to make-believe
Along this track of light!

Reach for the Stars

Reach for the stars
Reach for the moon
Fly through the sky
Like a witch on her broom.

This a Fence

This is a fence around the yard;
(Hold up ten fingers)
Here is a house for my family;
(Hands form a roof)
Here is a church where we all go;
(Pointer fingers point for a steeple)
And here is a bed for me, me, me!
(Lace fingers and rock them back and forth.)

THE LINK TO PEACE Children can learn methods of relaxation that will help them to deal with their fears and to cope with difficult situations.

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6

NIGHTTIME FEARS

THE BIG PICTURE: Fears at nighttime are normal for a young child. There are ways to help your child feel safe.

Things To Do

- Talk to your child about the source of her fear. Was it something she/he saw on T.V., heard a grownup talking about, or heard in a storybook? Things children misunderstand cause great fear.
- Talk with your child about night sounds and name what they are.
- Leave a night light on in the hall or in the bedroom. Be careful of shadows with lighting.
- Let your child know where you will be and what you will be doing.

Home Card 6

6

NIGHTTIME FEARS

THE BIG PICTURE: Fears at nighttime are normal for a young child. There are ways to help your child feel safe.

Things To Do

- Talk to your child about the source of her fear. Was it something she/he saw on T.V., heard a grownup talking about, or heard in a storybook? Things children misunderstand cause great fear.
- Talk with your child about night sounds and name what they are.
- Leave a night light on in the hall or in the bedroom. Be careful of shadows with lighting.
- Let your child know where you will be and what you will be doing.

Home Card 6

- Pray with your child for a peaceful night.
- Leave the bedroom door open a crack.
- Hang a "dream catcher" in the room to catch only pleasant dreams.
- For small children have a teddy bear or some favorite animal stand guard on the dresser.
- Use a feather duster to dust away the monster tracks.
- Allow the child to help search the room to see that it is safe. Join him in looking under the bed and in the closet.
- Have the child draw a picture of the monster and put it in the garbage with a brick on the top until the garbage man takes it away.
- Be careful about the adult conversation the child might overhear.

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7 BEHAVIOR: THINKING ABOUT IT

THE BIG PICTURE: Young children have to learn to have control over their own bodies and their lives. Teachers hope to give them lasting values and help them develop self-control. It is important to think about what we expect so that we can be consistent.

Things To Think About

- "Is what I am doing working?"
- "How important is this?"
- "What am I teaching the children by doing this?"
- "Is this about what the child is doing or about my authority?"
- "Have the children had a chance to move and use their energy?"

Things To Do

- Give the children unconditional love. (Behavior does not change your love!!)
- Keep a sense of humor.
- Be patient!
- Do not embarrass the children.

Let the Children Know What You Expect

- Say what you mean, and mean what you say!
- "No" means "No" (not maybe or later).
- Set clear, realistic limits. Keep rules simple and do-able.
- Help the children learn natural consequences for their actions.
  For example, if you have a rule that the children need to put toys away before snack time, the consequences for not doing so can be no snack.
- Keep the number of rules small but be consistent and follow through.
- Be fair. It's easier to let a quiet pleasant child bend the rules than the noisy, active child, but it's not fair.

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7 BEHAVIOR: MOTIVATING FOR GOOD BEHAVIOR

THE BIG PICTURE: Praising children for good behavior and naming the positive things they do helps them want to behave well.

Catch the Children Being Good

- Do not expect the children to be perfect.
- Praise the children's attempts and efforts often and do it sincerely. Children know when you are just saying but not meaning the words.
- When a child behaves well, tell the child that his/her behavior is good. Tell what the good actions are...be specific! "I love the way you cleaned up after yourself by putting your puzzle on the shelf!"
- Let the little things go. If you are consistent most of the time, it's OK to understand that a child might be overly excited or silly sometimes.

Reward the Children's Efforts to Behave

- Rewards can be as simple as a hug, a sticker, the choice of a special activity, etc.

  - Rewards should be given right after the good behavior.
  - Rewards can help the child develop a good behavior.
  - Have the child help you decide what to work on and what the reward will be. Try for one change at a time.
  - Rewards can be given for improvement and effort.

Use Positive Language

- Remember to say "thank you" for cooperation.
- Word instructions in a positive way. For example: "Please walk" rather than "Do not run" or "Please use an inside voice" instead of "Don't yell."

Read: Happy Healthkins by Jane Belk Moncure (The Child's World, 1982) is a picture book that highlights behavior.
Share No, David by David Shannon. Have the children talk about what David's Mom was telling him not to do and what he could do instead.

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7 BEHAVIOR: DISCIPLINE

THE BIG PICTURE: The goal is to have the children behave when the adult is not around!

Keep the Rules Simple and Clear

- If possible, have the children make the rules with you.
- Discuss the reason for the rule. "Why do you need to keep your toys off the steps?" "Why do you need to put your toys away before you go home?" "Why don't I want you to make a fuss when we are in line for the lavatory?"
- Let the child know how what she is doing affects others. Say, "When you scream, it hurts my ears," or "When you push Demetria on the slide, she feels angry."
- When a child misbehaves the adult can use "I" messages. Say, "I feel frustrated when you do not hang up your jacket. The other children are tripping over the clothes on the floor and I'm afraid they will get hurt." The children know you control your own feelings when you use "I" statements.

Offer Positive Choices - But Only Choices You Can Live With.

- Give the children choices. Say, "You can use the sponge or the rag to clean up the spill." "You can skip or hop to the water table."

Follow Through, Mean What You Say.

- Be gentle but firm.
- Use a calm voice.
- Use a quiet voice.
- Avoid power struggles.
- Don't argue with the children.
- Allowing the children to make deals, "I'll do what you want if you give me what I want" is not a good idea.
- Give the children another chance later.

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7 BEHAVIOR: DEALING WITH MISBEHAVIOR

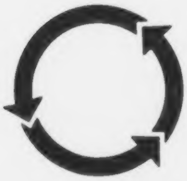
THE BIG PICTURE: Children act out for many reasons. Being calm and consistent helps to keep the situation from getting worse and helps the child learn from it. Saying No does not help a child know what he or she CAN do.

Set Limits

- Review your expectations for the children's behavior and the consequences for misbehavior ahead of time; for example, "I expect you to stay seated on the bus on the way to the field trip. If you get out of your seat you will need to have a Time Out on the bus while the rest of us are having fun."

Keep To the Limits You Have Set

- Use NO when something is unsafe for the children or others.
- Use alternatives to NO. Say, " I know you really want to play with that toy today but Sebastian had it first. I know you are angry you can't have it." You can then help the child think about something else. "What game are you going to play during outdoor time today?"
- Show the children another behavior.
- Redirect the child. Say, "It looks like you enjoy kicking. Let's find a ball you can kick" or "It looks like you enjoy playing with Patty's doll. Would you like help in finding one for yourself?"
- Always follow through with the consequences and rewards you have promised.
- Use Time Out when the child is upset and having a hard time calming down.
- Use Time Out for situations or behavior that you consider serious. For example if the children hits, pinches or bites another child. (See 37.)



THE LINK TO PEACE: Children for whom expectations are clear, fair, and consistent are more secure and less likely to act out than those who do not know adult expectations from day to day. Clarity and consistency also make for a peaceful adult.

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7 A THINKING ABOUT BEHAVIOR

THE BIG PICTURE: Young children have to learn to have control over their own bodies and their lives. Parents hope to give them lasting values and help them develop self-control. It is important to think about what we expect so that we can be consistent.

Things To Think About

- "Is what I am doing working?"
- "How important is this?"
- "What am I teaching my child by doing this?"
- "Is this about what my child is doing or about my embarrassment?"
- "Has my child had a chance to move and use his or her energy?"

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Home Card 7A

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- "Has my child had a chance to move and use his or her energy?"

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Home Card 7A

Things To Do

- Give the child unconditional love. (Behavior does not change your love!!)
- Keep a sense of humor.
- Be patient!
- Do not embarrass the child.

Let Your Child Know What You Expect

- Say what you mean, and mean what you say!
- "No" means "No" (not maybe or later).
- Set clear, realistic limits.
- Keep rules simple and do-able.
- Help the child learn natural consequences for his or her actions.
  For example, if you have a rule that your child needs to put toys away before dinner time, the consequences for not doing so can be no dessert.
- Keep the number of rules small.
- Be consistent and follow through.
- Be fair. It's easier to let a quiet pleasant child bend the rules than the noisy, active child, but it's not fair.

Things To Do

- Give the child unconditional love. (Behavior does not change your love!!)
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- Be patient!
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7B HELPING CHILDREN WANT TO BEHAVE

THE BIG PICTURE: Praising children for good behavior and naming the positive things they do helps them want to behave well.

Catch Your Child Being Good

- Do not expect your child to be perfect.
- Praise your child's attempts and efforts often and do it sincerely. Children know when you are just saying but not meaning the words.
- When your child behaves well tell the child that his or her behavior is good. Tell what the good actions are...be specific! "I love the way you cleaned up after yourself by putting your puzzle on the shelf!"
- Let the little things go. If you are consistent most of the time, it's OK to understand that a child might be overly excited or silly sometimes.

Home Card 7B

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Home Card 7B

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Reward Your Child's Efforts To Behave

- Rewards can be as simple as a hug, a sticker, time with a parent, the choice of a special activity, staying up 15 minutes later, etc.

- Rewards should be given right after the good behavior.
- Rewards can help the child develop a good behavior.
- Have the child help you decide what to work on and what the reward will be. Try for one change at a time.
- Rewards can be given for improvement and effort.

Use Positive Language

- Remember to say "thank you" for cooperation.
- Word instructions in a positive way. For example: "Please walk" rather than "Do not run." or "Please use an inside voice" instead of "Don't yell."

Read: **Happy Healthkins** by Jane Belk Moncure (The Child's World, 1982) is a picture book that highlights behavior. Read how Mama Bear plans to correct her family's rude behavior in **The Berenstain Bears Forget Their Manners** by Stan Berenstain and Jan Berenstain, Random House, 1985.

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- Rewards can be as simple as a hug, a sticker, time with a parent, the choice of a special activity, staying up 15 minutes later, etc.

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- Word instructions in a positive way. For example: "Please walk" rather than "Do not run." or "Please use an inside voice" instead of "Don't yell."

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7 BEHAVIOR: DISCIPLINE

THE BIG PICTURE: The goal is to have yourchild behave when the adult is not around!

Keep the Rules Simple and Clear

- If possible, have your child make the rules with you.
- Discuss the reason for the rule. "Why do you need to keep your toys off the steps?" "Why do you need to put your toys away at night?" "Why don't I want you to make a fuss when we are shopping?"
- Let the child know how what he or she is doing affects others. Say, "When you scream, it hurts my ears," or "When you push Cassie on the slide, she feels angry."

  When a child misbehaves the adult can use "I" messages. Say, "I feel frustrated when you do not hang up your clothes. The clothes get wrinkled and dirty and I have to wash them all over." The child knows you control your own feelings when you use "I" statements.

Home Card 7C

7 BEHAVIOR: DISCIPLINE

THE BIG PICTURE: The goal is to have yourchild behave when the adult is not around!

Keep the Rules Simple and Clear

- If possible, have your child make the rules with you.
- Discuss the reason for the rule. "Why do you need to keep your toys off the steps?" "Why do you need to put your toys away at night?" "Why don't I want you to make a fuss when we are shopping?"
- Let the child know how what he or she is doing affects others. Say, "When you scream, it hurts my ears," or "When you push Cassie on the slide, she feels angry."
- When a child misbehaves the adult can use "I" messages. Say, "I feel frustrated when you do not hang up your clothes. The clothes get wrinkled and dirty and I have to wash them all over." The child knows you control your own feelings when you use "I" statements.

Home Card 7C

Offer Positive Choices - But Only choices You Can Live With.

- Give your child choices. Say, "Do you want to walk to the car or shall I carry you?" "You can take two bites of everything on your plate or you can skip dessert."

Follow Through, Mean What You Say.

- Be gentle but firm.
- Use a calm voice.
- Use a quiet voice.
- Avoid power struggles.
- Don't argue with your child.
- Allowing your child to make deals, "I'll do what you want if you give me what I want" is not a good idea.
- Give your child another chance later.

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Offer Positive Choices - But Only choices You Can Live With.

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- Give your child another chance later.

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7D DEALING WITH MISBEHAVIOR

THE BIG PICTURE: Children act out for many reasons. Being calm and consistent helps to keep the situation from getting worse and helps the child learn from it. Saying No does not help a child know what he or she CAN do.

Set Limits

- Review your expectations for your child's behavior and the consequences for misbehavior ahead of time; for example, "I expect you to stay seated in the cart while we're at the store today. If you climb out we won't be able to get your favorite cereal."

Keep To the Limits You Have Set

- Use NO when something is unsafe for your child or others.

Home Card 7D

7D DEALING WITH MISBEHAVIOR

THE BIG PICTURE: Children act out for many reasons. Being calm and consistent helps to keep the situation from getting worse and helps the child learn from it. Saying No does not help a child know what he or she CAN do.

Set Limits

- Review your expectations for your child's behavior and the consequences for misbehavior ahead of time; for example, "I expect you to stay seated in the cart while we're at the store today. If you climb out we won't be able to get your favorite cereal."

Keep To the Limits You Have Set

- Use NO when something is unsafe for your child or others.

Home Card 7D

- Use alternatives to NO. Say, " I know you really want that toy but we can't get it today. I know you are angry you can't have it." You can then help your child to think about something else. "What game are you going to play when Daniel comes over?"
- Show your child another behavior.
- Redirect the child. Say, "It looks like you enjoy kicking. Let's find a ball you can kick" or "It looks like you enjoy playing with Patty's doll. Would you like help in finding one for yourself?"
- Always follow through with the consequences and rewards you have promised.
- Use Time Out when your child is upset and having a hard time calming down.
- Use Time Out for situations or behavior that you consider serious. For example if your child hits, pinches or bites another child.

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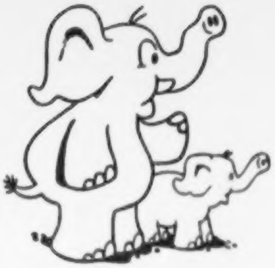
8 LITTLE



THE BIG PICTURE: Both the biggest and the smallest children can be uncomfortable with their size. Books and activities can help them become more accepting of themselves and each other.

Books to Share

Share Big Al by Andrew Clements Yoshi (1988, Picture Book Studio). Encourage the children to express their feelings about being little in a world of big people. Ask questions such as, "How would you act if you were Big Al? What was it like for him? Did you ever meet anyone who seemed scary but was really nice? Do you think it is more fun to be big or little? Why?"

Invite the children to share in reading Hello, Great Big Bullfrog! by Colin West (1987, J.B. Lippincott) by saying the phrases, "Hello, great big ________! Have the children make up their own stories using the same pattern. Ask, "What made the bullfrog feel better?"

Use a big and little stuffed bear as you share Ton and Pon, Big and Little by Kazuo Iwamura (1984, Bradley Press). Ask the children to tell some things only a big bear could do and some things only a small bear could do.

Share Look Out for the Big Bad Fish by Sheridan Cain and Tanya Linch (Little Tiger Press, 1998). Ask the children how the tadpole felt when he was told he will be able to jump when he's a little older. Ask what things they would like to be able to do that people say they are too little to do.

After sharing Big and Little by Margaret Miller (Greenwillow Books, 1998) have the children draw additional big and little pictures. Write the sentences that go with their pictures for them. Read the book again, with each child holding up his/her picture and "reading" his/her sentence.

Rhymes

Little and Big Me
(children act out the rhyme)
I'm a great, tall pine tree
Standing on a hill.
I'm a little bitty blade of grass
Sitting very still.
I'm a tiny, teeny, weeny

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Little, bitty elf.
I'm a great big giant,
So proud of myself.

Tall and Small

Here is a giant who is tall, tall, tall; (children stand up tall)
Here is an elf who is
small, small, small.
(children slowly sink to the floor)
The elf who is small will try, try, try (children slowly rise)
To reach the giant who is high, high, high. (stretch and reach hands high)

Sometimes I am Tall

Sometimes I am tall.
(stretch up on toes)
Sometimes I am small.
(crouch down low)
Sometimes I am very, very, tall.
(stretch and reach up hands)
Sometimes I am very, very small.
(crouch low to floor)
Sometimes tall... (stretch up)
Sometimes small. (crouch low)
See how I am now.

The Link to Peace: Children's size can effect the way they handle conflict. Small children sometimes feel they have to be bullies and big children often feel awkward. Accepting their size and seeing the advantages their size holds helps children become comfortable just being the way they are.

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9 BIG BROTHER, BIG SISTER

Adults outside the family can often help older brothers and sisters deal with the difficulties and appreciate the gift of being the big brother or sister.

- Misbehavior in class is often a child's attempt to get the attention from an adult
- that he is missing at home.
- Sometimes the older child is expected to do things beyond her age. This can cause resentment of the younger child.

Using Books, Puppets and Role Plays

Act out any of the stories below using puppets, or role play real situations (sharing, jealousy, having fun, helping, doing things together, etc.) that come out in the discussion of the books.

Ask, "How many of you have little brothers or sisters? What are some things you can do with them? What's good about being an older brother or sister? What's bad about it?"

Read Poor Carl by Nancy Carlson (Viking Kestrel, 1989). Ask the children if they'd rather be Carl or Victor and why.

- Talk about the things a big brother or sister can do for a younger brother or sister.

Read Baby Brother Blues by Maria Polushkin (Bradbury Press, 1987) and I Love My Baby Sister (Most of the Time) by Elaine Edelman (Lothrop, Lee & Shepard Books, 1984).

- After reading talk about some of the things that happened in the stories. Have the children tell about their own experiences as being the big brother or sister.
- Ask the children if they have seen pictures of themselves when they were babies. Talk to them about the things they could and couldn't do when they were little and the things they can do now that they are bigger.

Ask the children if they ever had a problem with their little sister or brother imitating everything they did. Read Geraldine First by Holly Keller

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(Greenwillow Books, 1996). Ask what smart thing Geraldine did at the end of the story.

Read On Mother's Lap by Ann Herbvert Scott (Clarion Books, 1992).

- Ask the children how Michael felt when the baby woke up. Ask if there are things that make them jealous.

THE LINK TO PEACE: Identifying with the characters in stories can help children accept their position in a family as youngest, older, or middle children and can help them feel better about their home situation and their brothers and sisters.

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9 ACTIVITIES FOR BROTHERS AND SISTERS

THE BIG PICTURE: The activities parents do with their children can help them be grateful for one another.

Fingerplays: Hold up one finger for each person in the family. You may want to change the rhyme to the number of family members who live in your house.

How Many?
How many people live at your house?
One, my mother.
Two, my father.
Three, my sister.
Four, my brother.
There's one more, now let me see.
Oh, yes, of course. It must be me!

The Family
This is my father
This is my mother.
This is my brother.
This is my sister.
This is the baby.
Oh! How we love them all!
(clasp fingers together)

Home Card 9

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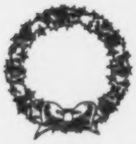
The Family
This is my father
This is my mother.
This is my brother.
This is my sister.
This is the baby.
Oh! How we love them all!
(clasp fingers together)

Home Card 9

Family Book: Have the children make up good stories about each other, either real or make believe. Have them draw the story or tell it to you so that you can write it down for them. Make a Family Book of the stories.



Family Wreath: Trace the hands of everyone in the family. Use colored paper or color the hands when they are done. Cut the hands out and paste them to a cardboard circle so that they overlap a little. Cut out the middle, add a bow, and hang your wreath.

Talk about Books

Read The Baby Sister by Tomie de Paola. Talk about what's good about having sisters and brothers. Geraldine First by Holly Keller (Greenwillow, 1996) helps children know that younger children act like them because they look up to them. Being a big brother or sister is a special job.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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Family Book: Have the children make up good stories about each other, either real or make believe. Have them draw the story or tell it to you so that you can write it down for them. Make a Family Book of the stories.

Family Wreath: Trace the hands of everyone in the family. Use colored paper or color the hands when they are done. Cut the hands out and paste them to a cardboard circle so that they overlap a little. Cut out the middle, add a bow, and hang your wreath.

Talk about Books

Read The Baby Sister by Tomie de Paola. Talk about what's good about having sisters and brothers. Geraldine First by Holly Keller (Greenwillow, 1996) helps children know that younger children act like them because they look up to them. Being a big brother or sister is a special job.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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10 BITING

THE BIG PICTURE: Children bite for a number of reasons. They may bite to communicate, let out feelings, or get attention. It could be that they are over-stimulated, stressed or frustrated. Or they may be biting in play or affection.

Think about It

- Try to learn what triggers the biting.
- Try to figure out when the biting behavior occurs. Is the child hungry or tired? Is there a problem between the child and the person being bitten?
- Look at the feeling the child is displaying when biting.

Act Quickly

- Respond quickly and firmly. Say, "No! No biting!"
- Remove the child from the situation and give your attention to the person who was bitten, washing the area and making sure the person is OK.

Teach about Biting

- Never bite children back in order to teach them it hurts. All that does is make children think that biting is something that is acceptable to do.
- If you think the child doesn't understand that it hurts you can ask him/her to gingerly place their teeth on their own arm to see how it feels.
- Be careful not to call the child a "biter" because children will live up to the names you give them.
- Explain that biting hurts, using no more than one word for each year of the child's life. Two year olds can be told, "Biting hurts." Three year olds can be told "That hurt *Child's Name.*"
- Let the "biter" keep a small bag of carrots in the cubby or in his/her pocket. Encourage the child to use words when angry and then bite the carrot.

Problem Solve

- Ask the child what he/she could have done instead of biting. "Next time you want Tanya to move what can you do? Can you ask her?" or, "It looks as if you wanted to play with Tyler. Can you both play with the trucks?"

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Think about it

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- Try to figure out when the biting behavior occurs. Is your child hungry or tired? Is there a problem between your child and the person being bitten?
- Look at the feeling your child is displaying when biting.

Act quickly Respond quickly and firmly. Say, "No! No biting!"

- Remove your child from the situation and give your attention to the person who was bitten, washing the area and making sure the person is OK.

Home Card 10

10 BITING

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Think about it

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- Try to figure out when the biting behavior occurs. Is your child hungry or tired? Is there a problem between your child and the person being bitten?
- Look at the feeling your child is displaying when biting.

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Home Card 10

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- Be careful not to call your child a "biter" - she will live up to it!
- Explain that biting hurts, using no more than one word for each year of your child's life. Two year olds can be told, "Biting hurts." Three year olds can be told "That hurt *Child's Name."*
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11 CONFLICT: HELPING CHILDREN GET ALONG

THE BIG PICTURE: Whenever there are two or more children together there will be some arguing. Sometimes one is jealous of the love and attention the others get. Helping children learn to deal with the conflicts in a peaceful way will make the group happier and teach the children important ways of dealing with others.

Help Each Child Feel Important

- Treat each child fairly. Fairly doesn't necessarily mean equally. Each child has his/her own personality. One child may need more attention in one area than another.
- If possible, spend some time alone with each child. Making a habit of saying something to each individual every day, helps each child feel an important part of the class.
- Never compare the children. "Today Steve did much better on his lunch than Ben did."
- Treat each child as an individual. This may mean recognizing that one child can't sit still while another is afraid to try things. One child is frightened by loud talking but responds to quiet direction; another doesn't hear the adult unless he or she is speaking in the child's ear.

Help Each Child Feel a Part of the Group

- Learn what each child does well. Be sure the others notice the successes. "Daryl, I love the way you listen." "Wow! Look how well Patrick cleaned up." "Thanks for noticing that Charisse needs help carrying that, Latrice."
- Strengthen the children's relationship with each other early by stressing how special each is to the other or how good each is to the other.

- Be sure that there is a space where children can go to if they are feeling afraid, sad or need a cooling off time.
- Plan class activities that are fun. Games, parties, picnics and outings help the children enjoy being together.

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Appreciate the differences in the children and help them to appreciate differences. Read How Joe the Bear and Sam the Mouse Got Together by Beatrice Schenk De Regniers (Lothrop, Lee & Shepard Books, 1990). Ask

- "What are some of the things that Joe and Sam couldn't do together? Why weren't these good for them to do together? What did they find they could do together every day?"
- Today let's see if you can find something that you like to do with someone you don't usually play with.

Read You Are Special by Max Lucado (Crossway Books, 1997). Ask if giving dots and stars helped the Wemmick's feel good and get along better? Make up a *no dot rule*: Each of us is special. We won't say mean things to each other.

Help the Children Look at Their Behavior

- When two children aren't getting along ask, "You played well together yesterday. What were you doing that helped you have fun together? Will that work today?"

Activities

Have the children pantomime or role play various situations showing how they can get along. Situations could be: sharing, helping one another, being kind, talking or playing with someone who is being left out of the group, etc.

Teach the children that they can use words to let each other know what they would like or what they need. Teach "Use A Word" from Teaching Peace by Red Grammar (Red Note Records, 1986).

Rhymes, Songs and Fingerplays

Be My Friend

(sung to "Mary Had a Little Lamb")
Will you come and play with me?
Play with me, play with me.
Will you come and play with me?
Please be my friend.

The More We Get Together

The more we get together, together, together
The more we get together
The happier we'll be.
For your friends are my friends
(point to self)
And my friends are your friends
(point to others)
The more we get together
The happier we'll be.

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A Smile

There's something in my pocket
It belongs across my face.
I keep it very close at hand
In a most convenient place.
I know you couldn't guess it,
If you guessed a long, long while,
So I'll take it out and put it on-
It's a great big happy smile.

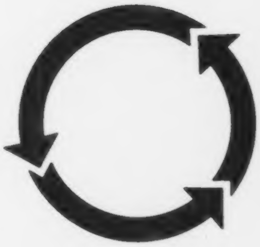
Love, Love, Love

(Tune Three Blind Mice)
Love, love, love; love, love, love
See how it grows, see how it grows.
I love my friends and they love me,
We love others and then, you see
We're all a part of one family -
Love, love, love; love, love, love.

Books to Share

Read Mr. Gumpy's Outing by John Burningham (Henry Holt and Company, 1970). Ask the children what happens when those that are taking the boat ride don't get along.

Have the children suggest ways to have fun together. Allow them time to do some of the activities they suggest. Read But Not the Hippopotamus by Sandra Boynton (Little Simon/Simon & Schuster, 1982).



THE LINK TO PEACE: Conflict is a natural and inevitable part of life but as children learn to accept and enjoy each another, they are more able to manage the conflicts that come between them.

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11 CONFLICT: PREVENTING CONFLICTS

THE BIG PICTURE: Conflict is natural and conflicts will happen even in the best of situations. Adults can prevent some unnecessary conflicts with some thought, planning and listening.

Things to do

- Be very careful to say positive things about the relationship. "You play so well together!! It is neat to have a friend right in your class!"
- Children will usually behave as adults expect them to. Expect that they will get along. When they don't, be careful of your words. If you say "You will never get along," that's what the children will live up to.
- Catching them being good and rewarding good behavior often helps children to choose to behave well more often.
- Surprise the children with a treat of some kind if they can play together for the afternoon without fighting. The "treat" might be a game with you, extra time outside, a note home, etc.
- Praise the child who has a difficult time with others for playing well or saying kind words.

Set Up Your Daily Routines by Picturing Your Children. Ask

- Does this schedule help the children relax when they are hyper?
- Does it help them channel their energy into useful and enjoyable activities?
- Am I allowing enough space for the activities so that they won't be bumping into each other?
- Do I have enough materials ready so the children won't have to fight for them?
- Am I limiting how much sugar I give them?
- Have I thought out the movement patterns for getting their coats, etc.?
- Do the children know them?
- Have I taught them rhymes or songs for going to a new activity?

Help Children Solve Their Own Conflicts

- Refuse to be the police, judge or jury. Remember, it takes two to fight.
- Do not allow tattling unless the behavior is serious or someone is going to be hurt. Post and use the **STOP RULE.**

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Stop Rule

Teach students to use the stop rule. When someone is doing something to them they don't like they are to say:

"Please stop."

If the child doesn't...

Walk away.

Tell the teacher that the child wouldn't stop.

The teacher gives him or her a feeling word.

The child goes back and says, "I feel________when you ________. Please stop."

If he/she still won't stop, the teacher talks to both children.

- Each child has to tell what he/she did (not what the other child did).
- There is a consequence.

Contributed by Mary Ann McNamara, St. Francis de Sales School, Parma, OH.

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I don't like it when you do that!

Please stop.

Walk away.

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I feel _______ when you _________!

Please stop.

Walk away.

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11 CONFLICT: SOLVING CONFLICTS

THE BIG PICTURE: Children often try to get adults' attention by fighting. Teaching children how to solve their own conflicts and giving them positive attention for doing so makes the classroom more pleasant and shows children how to get along with people.

Walk Them Through the Steps:

- Put the next page on the bulletin board.
- Make up conflicts that children have. Use the puppets to show the children how to work out conflicts.

Ask them if they will listen to each other and take turns. If yes, walk them through these steps with one child pretending to be Jamie and the other Kim.

1. *Jamie* what happened and how do you feel?
2. *Kim,* what happened and how do you feel?
3. Ask both "What can you do to solve this conflict?"
4. Will that be fair? Will it solve the conflict and work for both of you?
5. Do you both agree to do it? Good job!

Use the Steps in a Real Conflict

- Once the children know how it works, use their real conflicts to give them practice. For example, if two children are fighting at the water fountain say, "Remember how we learned to solve conflicts with the puppets? Let's solve this in front of the rest of the children."
    - The **first** time, point to the poster and say, "Are you cool enough to talk about this? Who can tell me what happened and how you feel? What can you do to solve the conflict? Do you both agree? Good job!
    - The **second** time have the rest of the class help you. "Boys and girls, look at the poster. What's the first thing we need to do?" Have them tell you step by step as you work with the two children.
    - After a while, ask the two children to look at the poster and talk it out together.
    - Eventually, put the poster in the *Cool Off Place*. When children are having a conflict, go to that space with them while they talk it out.
    - Finally, some children will be able to talk it out without you being with them. Perhaps they can just tell you what they agree to do.

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Books to Share

After teaching the children the process for solving conflicts, read them Six Crows by Leo Lionni (Alfred A. Knopf, 1988) or The King, the Mice and the Cheese by Nancy Gurney (Beginners Books, 1965). Discuss the book asking:

- What did the adult (farmer/king) want?
- What did the animals (crows/mice) want?
- What problems came about because they wanted different things?
- How did they solve their problem?
- Was it fair? Did it work?
- Is this the way we learned we can solve our conflicts? How is it the same?

For younger children use Sam's Ball by Barbro Lindgren (William Morrow and Company,1983).

- Ask the children, "What did Sam want?"
- "What did the cat want?"
- "How did they solve their problem?"
- "Was it fair? Did it work?"

Read Let's Be Enemies by Janice May Udry (Harper & Row, 1961).

- Ask "How did James and John feel when they were friends?"
- "How did it feel when they were enemies?"
- "What did they do to make it better?"

THE LINK TO PEACE: This **IS** peacemaking at its finest. Children who learn these skills early can use them throughout their lifetimes. Congratulations and thank you for teaching peace.

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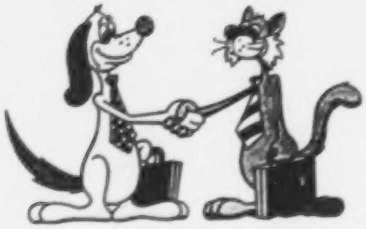
We Can Solve It!



Cool off.

Talk and Listen. Listen and talk.

Think of ideas.

Choose one.

Do it!

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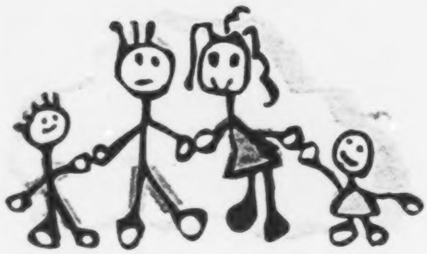
11A HELPING CHILDREN IN THE FAMILY GET ALONG

THE BIG PICTURE: When there are two or more children in a family there will be some arguing. Sometimes a child is jealous of the love and attention another child gets from a parent. At other times there are normal conflicts that happen when living close with others.



Help Each Child Feel Important

- Treat each child fairly. Fairly doesn't necessarily mean equally. Each child has his/her own personality and needs. One child may need more attention in one area than another.
- Spend some time alone with each child. Have a "date" and do something special with each child on a regular basis.
- Never compare your children. "Steve did much better on his dinner."

Home Card 11A

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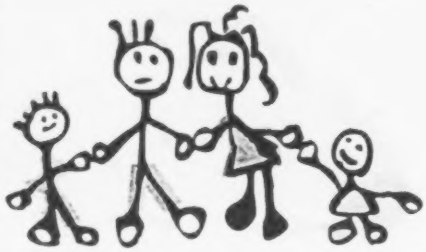

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- Never compare your children. "Steve did much better on his dinner."

Home Card 11A

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- Treat each child as an individual. This may mean having a later bedtime for older ones, complimenting them in different ways, giving gifts according to interests, etc.

Help Each Child Feel a Part of the Family

- Be sure each child has a private space or private time.
- Strengthen the children's relationship with each other early by stressing how special each is to the other, how good each is to the other, and how important each is to the entire family.
- Plan family activities that are fun. Games, parties, picnics and outings help the children enjoy being together.

Read a story about a parent's love for her children such as I Love You the Purplest by Barbara Jones (Chronicle Books, 1996) in which two boys discover their mother loves them equally, each in a different way.

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PREVENTING CONFLICTS BETWEEN CHILDREN IN A FAMILY

11B

THE BIG PICTURE: Conflict is natural, and conflicts will happen even in the best of families. Parents can prevent some unnecessary conflicts with some thought, planning and listening.

Things To Do

- Be very careful to say positive things about the relationship. "You two play so well together!! It is neat to have a friend right in your house!"
- Children will usually behave as adults expect them to. Expect that they will get along. When they don't, be careful of your words. If you say, "You two will never get along," that's what your children will live up to.
- Catching them being good and rewarding good behavior often helps children to choose to behave well more often.

Home Card 11B

PREVENTING CONFLICTS BETWEEN CHILDREN IN A FAMILY

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Home Card 11B

- Surprise your children with a treat of some kind if they can play together for the afternoon without fighting. The "treat" might be a game with you, a trip to the park, staying up fifteen minutes later, etc.
- Limit TV watching until all can agree on the program. The children can either agree on one show or agree to take turns choosing.
- Put an older child in charge of young child/ren as little as possible.
- Don't make an older child responsible for the younger child's behavior. It is difficult enough to be responsible for oneself.

Help Children Solve Their Own Conflicts

- Refuse to be the police, judge or jury. Remember, it takes two to fight.
- Do not allow tattling unless the behavior is serious or someone is going to be hurt. To break your children of the habit of tattling, tell them that they have to tell you something good about the other child first.

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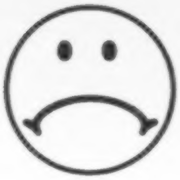
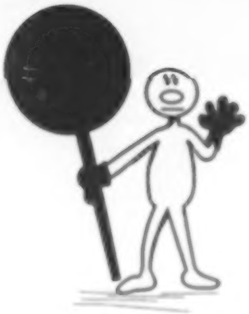
I don't like it when you do  that!



Please stop.

Walk away.

Home Card 11B: Stop Rule

I don't like it when you do that!

Please stop.

Walk away.

Home Card 11B: Stop Rule

I feel ___ when you _____!

Please stop.

Walk away.

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I feel ___ when you _____!

Please stop.

Walk away.

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11 SOLVING CONFLICTS IN A FAMILY

THE BIG PICTURE: Children often try to get their parents' attention by fighting. Teaching children how to solve their own conflicts and giving them positive attention for doing so makes the home more pleasant and shows children how to get along with people.

Walk Them Through the Steps:

Put the other side of this card on the refrigerator. When there is a conflict between your children, ask them if they will listen to each other and take turns. If yes, walk them through these steps

1. Tell *Jamie* what happened and how you feel.
2. Tell *Kim* what happened and how you feel.
3. Both of you tell what you think will solve the conflict.
4. Decide what will be fair, solve the conflict, and work for both of you.
5. Agree to do it.

Home Card 11C

11 SOLVING CONFLICTS IN A FAMILY

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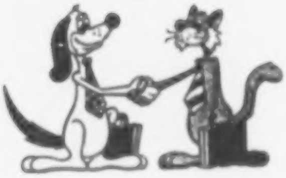
Home Card 11C

We Can Solve It!



Cool off.

Talk and listen. Listen and Talk.

Think of ideas.

Choose one.

Do it!

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We Can Solve It!

Cool off.

Talk and listen. Listen and Talk.

Think of ideas.

Choose one.

Do it!

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12 CULTURAL DIVERSITY

THE BIG PICTURE: Respecting people of other cultures is necessary at all ages. It is vital to help children take pride in their own culture as well as to learn about other culture.

Things to Do

- Be open and honest with the children. Answer questions about race and ethnic background.
- Explore differences of all kinds.
- Read stories about other cultures.
- Help each child develop a sense of pride in his or her own culture.
- Learn about traditions and foods of many cultures.
- Give positive role models in all races and sexes
- Explore various types of families: single families, mixed-race families, families headed by grandparents, etc.
- Bring co-workers of other cultural backgrounds into the child care program.

Painting

Read The Crayon Box That Talked which is based on a poem from the Ad Council's 1997 National Anti-Discrimination Campaign for Children, Shane DeRolf (Random House) as an introduction to the following activity.

No Two People are Alike

Find flesh tone paints. Mix portions of the colors until you find a match for each person in the class.

- Help each child name his/her unique color: "I'm part honey brown and part sandstone."
- Mix enough paint so that each child can paint his or her face in that fleshtone.
- If you have enough help, you might want to trace life-size drawings of the children which they can dress and paint.
- Display them for the class. Encourage the children to talk about their similarities and differences.

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Fingerplays, Rhymes and Songs

My House is Your House

My house is your house
My castle, my tent,
My igloo, my cave,
My tall apartment,
Wherever you come from,
Wherever you go,
You're welcome at my house,
Let's all say "Hello!"

A Specialty

I am special,
As you can see
Because no one looks or acts
Like me.
I am myself, one person, ME.
And that's the way that
It should be!

La Mariposa/The Butterfly

One, two, three, four, five,
I caught a butterfly.
Six, seven, eight, nine, ten,
I let him go again.

Uno, dos, tres, cuatro, cinco,
Cogi una mariposa de un brinco.
Seis, siete, ocho, neuve, diez,
La solte brincando otra vez.

Aloha Song

(Tune: "Happy Birthday")
Aloha (ah-low-ha) to you,
Aloha to you.
Aloha, hello, Aloha to you.

Aloha to you, Aloha to you.
Aloha, goodbye, Aloha to you.

Chinese Hello Song

(Tune: "Farmer in the Dell")
Let's wave and say
"Ni hao (nee how)."
Let's wave and say "Ni hao."
Let's say "hello to all our friends,
Let's wave and say "Ni hao."

Colors

"What color are you?" the small child said. "Are you black or white or red?"
"Why do you ask?" his friend replied.
"Most important is what you're like inside."

Here is the World

Here is our world, our big round world. (Spread arms)
Here are the mountains high. (Stretch arms up)
Here is a fish that swims in the sea. (Move hand back and forth)
Here are the birds that fly. (Motion of flying)
Here is the sun, the bright, warm sun. (Make a circle with arms)
Here are the leaves that fall. (Let raised hands fall gently)
Here is our world, our big, round world.
See the wonder of it all! (Spread arms)

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If You Lived Up Here

If you lived up here	(Forehead)
and I lived down there,	(Chin)
I wouldn't go all the way	(Finger goes around side of face,
around this way to see you,	from chin to forehead)
Or this way	(Other side of face)
I'd just go up like that!	(Straight up from chin to forehead, fast)

Play "Let's Play" from Kids at Heart by Persephone. Talk about the fact that people from different places speak languages that are different.

Books to share

Read A Country Far Away by Nigel Gray and Philippe Dupasquier (Orchard Books, 1988).

- Talk about the differences and similarities between the two boys' daily activities.
- Have the children use puppets to act out the story and to tell each other different things about themselves and the country that each lives in.

Read Whoever You Are by Mem Fox (Harcourt Brace and Co., 1997). Ask, "What makes us the same, whoever we are?"

As you share Hats Hats Hats by Ann Morris (Lothrop, Lee & Shepard Books, 1989) ask the children to look closely at each photograph and to tell where the people live and what they do.

- Ask the children to suggest some reasons for wearing hats - warmth, protection, fashion, respect, etc.
- Have the children make paper hats or choose hats from the dress-up box and have a hat parade.

Invite the students to participate by snapping their fingers or tapping their toes as you read Bein' with You This Way by W. Nikola-Lisa (Lee & Low Books Inc., 1994)

- Look at the faces the children have painted. See if you can match the description to the rhymes in the book: straight hair, curly hair; big nose, little nose; and brown eyes, blue eyes.

Share Celebrating Families by Rosemarie Hausherr (Scholastic Press, 1997). Ask the children what makes these families different, how they are similar.

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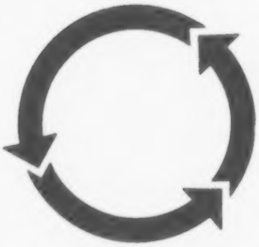
Celebrate Holidays

January 1	New Year's Day
January 1	Oshogatsu-Japanese New Year
January - 3rd Monday	Martin Luther King, Jr. Day
February	Black History Month
March 20,21,22	Now-Ruz-Iran-New Day (12 day celebration)
March/Early April	Passover
March/April	Easter
April 10	Arbor Day
April(middle)	Songkran-Thailand (Buddhist New Year - 3 day)
April or May	Baisakhi-India (Hindu New Year)
May 1	May Day
May 5	Cinco de Mayo (Mexican Independence)
June 12	Children's Day (USA)
June 14	Flag Day
July 4	IndependenceDay
September 22 (or 4th Friday)	Native American Day
September 27	Ancestor Appreciation Day
September or early October	Rosh Hashanah-Jewish New Year (2 days)
October (1st week)	International Children's Week



THE LINK TO PEACE: Recognizing, accepting and appreciating differences without fear is essential for peace in the classroom, neighborhood and world.

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12 CULTURAL DIVERSITY

THE BIG PICTURE: Teaching your child about cultures helps him take pride in his culture and respect people of other cultures.

Things to Do

- Be open and honest with your child. Answer questions about race andethnicbackground.
- Be careful not to pass on your bias and prejudice.
- Help your child develop a sense of pride in her own culture.
- Explore differences of all kinds. Learn about traditions and foods of many cultures.
- Read stories about other cultures.

Home Card 12

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- Help your child develop a sense of pride in her own culture.
- Explore differences of all kinds. Learn about traditions and foods of many cultures.
- Read stories about other cultures.

Home Card 12

- Model openness to various types of families: single families, mixed-race families, grandparents etc.
- Give positive role models in all races and sexes.
- Bring co-workers of other cultural backgrounds into the home.
- Use any chance you have to do fun things with a family of another cultural background. The following activity would be good for such a gathering.

Painting

Find flesh tone paint. Mix portions of the colors until you find one that matches each member of the family or gathering. Help each person to name their unique color: "I'm part honey brown and part sandstone." Mix enough paint so that all present can paint their faces in their fleshtone. Trace life-size drawings of each person which they can dress and paint.

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13 DEATH

THE BIG PICTURE: Throughout life children will suffer the death of friends, family and pets. The ideal time to talk with children about death is before children experience it personally.

When a Child in Your Class Has Experienced the Death of a Loved One

- Do not be afraid to let the child know you are sad for him/her!
- Rememberthat the grieving family's emotions may be fragile now. The child needs your gentleness and understanding.
- Understand that the child's feelings of loss are real.
- Listen to the child.
- Allow the child to express anger.
- Know that the child may "act out" in negative behavior because he/she does not know how to express his/her feelings.
- Help the child find ways to express his/her sadness.
- Help the child remember good things about the person who died and try to imitate those qualities.
- Do not tell the child he/she has to be the big person now.

Books to Help Talk about Death

As you share **When a Pet Dies** by Fred Rogers (G.P. Putnam's Sons, 1988) encourage the children to talk about the feelings and emotions that are presented in the text and portrayed in the illustrations.

Share The Tenth Good Thing About Barney, by Judith Viorst (Macmillan, 1988).

- Make your own list of ten good things about a pet or person who has died. If the children haven't had an experience of death, perhaps a TV animal could be used.

When sharing **I'll Always Love You** by Hans Wilhelm (Crown, 1985)

- invite the children to say the phrase, "I'll always love you" each time it occurs in the story.

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- Talk about the ways they can show their pets, family and friends that they love them.

It is often helpful to children if they know in advance what will happen at a funeral It will lessen their fear. Share Nana Upstairs & Nana Downstairs by Tomie de Paola (G. P. Putnam's Sons, 1973).

- Allow the children to act out a funeral. Give everyone a part in the funeral such as being pallbearers, mourners, funeral director or clergy. Activities can include giving a eulogy, going to the funeral home, church or synagogue, having a wake, going to the cemetery, placing flowers on the grave, consoling the family, having refreshment, etc.

Read Goodbye, Max by Holly Keller (Greenwillow Books, 1987).

- Ask the children how their friends have helped them in situations such as this.
- Direct the children to make sympathy cards or a special picture for someone they know who is sad about a death. (If they don't know someone, they could make cards for Ben or Zach, the characters in the story.)
- Ask what other things they could do to show they care and want to help the person feel better.

THE LINK TO PEACE: Families often are so busy at the time of a death that they don't have time to focus on the questions and feelings of young children. When this happens children can be left with questions and feelings that cause them confusion and turmoil.

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13 DEATH

THE BIG PICTURE: Throughout life children will suffer the death of friends, family and pets. These losses can be difficult for your child. Supportive adults are essential for your child at these times.

Things to Do

- Do not be afraid to let your child know you are sad too!
- Remember that your emotions are fragile now, so be gentle with yourself and with your child.
- Do not tell your child he/she has to "take care of mommy now!"
- Understand that your child's feelings of loss are real.
- Know that your child may "act out" in negative behavior because she does not know how to express her feelings.

Home Card 13

13 DEATH

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Things to Do

- Do not be afraid to let your child know you are sad too!
- Remember that your emotions are fragile now, so be gentle with yourself and with your child.
- Do not tell your child he/she has to "take care of mommy now!"
- Understand that your child's feelings of loss are real.
- Know that your child may "act out" in negative behavior because she does not know how to express her feelings.

Home Card 13

- Listen to your child.
- Allow your child to express anger.
- Help your child find ways to express his sadness.
- Allow the young child to decide how much he/she wants to be part of the experience at the funeral home.

Remember the loved one

- Help your child remember good things about the person who died and try to imitate those qualities.
- Do something with your child that the person who died liked doing with them. For example, read him/her a story, have a special ice cream treat or play Uno.
- Read **A Pillow for My Mom** by Charissa Sgouros. Find something of the loved one the child can keep.

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14 DISABILITIES

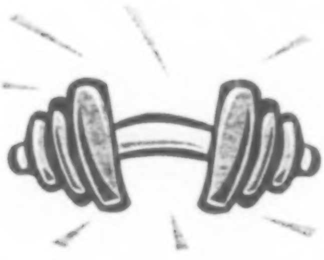
THE BIG PICTURE: Many children need to learn to cope with conditions that some would call disabling. How adults help them think about the disability can make the difference between a child who is disabled and a child who is "other abled."

Things to Think About

- The child is more than the disability. How do I want the child to think about him/herself? How do I want others to think of the child?
    - Name for yourself the strengths and gifts the child has.
    - Think of ways you can let the child think of him/herself as a person with those gifts.
- Think of the condition as a challenge instead of a problem. Living with the condition can bring out all kinds of strengths in the child.

What to Share with the Child

- Make a list of strengths the child has. Share with the child the things he or she can do well and the challenges.
- Gather the other children in the class and help them name the strengths and challenges each has.



- Tell the story of famous people who had challenges that made them very strong.
    - Helen Keller was blind but wrote books.
    - Teddy Roosevelt was a sickly child who not only became U.S President but also went on boating and climbing adventures that were dangerous and difficult.
    - Beethoven was deaf and wrote great works of music.
- Ask the students if they know of any other famous disabled people.
    - Jim Abbott is a baseball pitcher with the Chicago White Sox who only has one arm.
    - Stevie Wonder is a blind musician.

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Classroom Accommodations

- Be sure the classroom arrangement allows all children to be able to move and participate so that each child's independence will develop.
- Provide appropriate materials that promote self-esteem and success based on each child's need.
- Have disabled dolls and items that disabled children might need in the classroom.
- Invite the Health Specialist to visit monthly to show and discuss the disabled dolls.
- If your children feel unsure of items that the disabled children in your classroom need, (walkers, wheelchairs, etc.) ask the disabled child if the other children can try out the item. This gives power over the situation to the child with the disability.
- Invite a disabled adult to visit.

When a Problem Comes Up

- Be careful that you, the child, and/or the family doesn't use the disability to excuse bad behavior or a lack of responsibility. Be consistent with your discipline of all the children.
- If the problem comes from another person's not understanding the disability, explain it to him/her. Help him/her understand why it makes a difference.
- Give the child words to explain his/her condition to those who don't understand. "My eyes don't see that far. When you walk far in front of me, I can't follow you."

When Children are Unkind about Others' Disabilities

- Discuss their strengths and challenges, as above.
- When others are unkind to the child help her/him to respond. "I don't like it when you call me four eyes. Please stop." *(See 11 Conflict Stop Rule.)*
- Be sure that you set the example by talking to the disabled child as you would to a "typical" child.

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- Help children understand what it is like to have the disability. For example,
    - put soap on sunglasses and ask the children to wear them and tell you how it feels not to be able to see well;
    - have the children paint a picture while blindfolded and tell what that is like;
    - use blindfolds, ear plugs, one arm tied, socks over the hands, etc. to simulate having a disability.

Use Books to Help the Children Understand Disabilities

Read Someone Special, Just Like You by Tricia Brown (Henry Holt & Company, 1984), sharing the photographs.

- Encourage the children to ask questions, to look closely at the photographs, and to talk about their feelings.

Share Where's Chimpy? by Berniece Rabe, (Albert Whitman & Company, 1988).

- Ask the children if they know what disability Misty has. Explain Downs Syndrome.
- Ask the children how Misty and her Dad feel about each other.
- Ask where they have lost things and who helped them find them?

A Button in Her Ear by Ada B. Litchfield (Albert Whitman & Company, 1976).

- Talk about things children wouldn't enjoy as much if they couldn't hear. For example, music, sounds of birds and animals, etc.
- Ask how things were different for Angela when she got the "button" in her ear.

Mandy Sue's Day by Robewrta Karim (Clarion Books, 1994).

- Discuss Mandy Sue's Day as you are reading the story. Ask the children if they would like to spend a day on their own with their horse. What would they like best about it?
- When they discover that Mandy Sue is blind ask how her day would be different from what they had imagined before they knew she was blind.

- Ask what strengths Mandy Sue had that enabled her to have her special day alone with her horse even though she couldn't see.

Mama Zooms by Jane Cowen-Fletcher (Scholastic, 1993).

- Ask the children what's special about the mom in this story.
- Ask them to look at the dolls in wheelchairs.
- Have children help take care of the needs of the dolls, pushing them to the store, to the bathroom and where they need to be in the classroom.
- Take the children on a field trip to a childrens hospital. Let the children see, touch, and ride in a wheelchair so they will understand its importance to a disabled person.

Read Handtalk by Charlip or Handtalk Zoo by George Ancona & Mary Beth (Macmillan Publishing Company, 1989).

- Explain sign language.
- Discuss deafness.
- Sing and sign "The More We Get Together".
- Do sign language ABC's and names.

Alex is My Friend When they are small, the differences are not so obvious between Alex and his friend. As they grow older, the differences are clearer, but they still remain friends even though Alex cannot do as much.

- Talk with the children about the differences that exist in the class.

THE LINK TO PEACE: Conflict is often caused by the inability to accept differences. Learning that people experience life in different ways will open children to appreciate different points of view.

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Home Card 14

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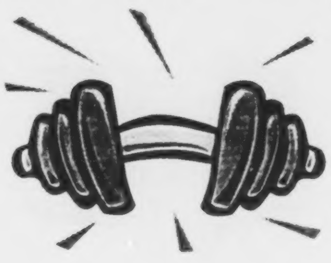
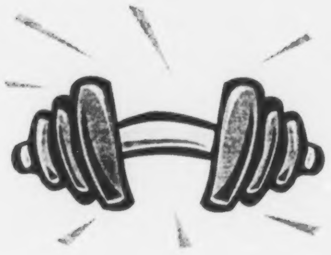
Home Card 14

What to Share with Your Child



- Make a list of strengths your child has. Share with your child the things he/she can do well as well as the challenges he/she may face.
- Gather other members of the family and help them name the strengths and challenges each has.
- Tell the story of famous people such as Teddy Roosevelt, Beethoven and Helen Keller who had challenges that made them very strong.
- Ask your child if he or she can name some others such as Stevie Wonder or Jim Abbott, a one-armed baseball pitcher with the Chicago White Sox.
- Give your child words to explain. "My eyes don't see that far away."
- When others are unkind to your child, help him respond by saying what he doesn't like. "I don't like it when you *call me four eyes*. Please stop."
- Be careful that you or your child doesn't use the disability to excuse bad behavior or a lack of responsibility. Your child is more than the disability.



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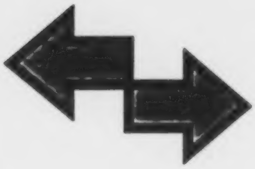
15 DIVORCE

THE BIG PICTURE: A child's security is shaken by divorce. Although teachers don't always know what difficulties children are facing, including a unit on separation and divorce can be very helpful for the children.



Your Role as a Teacher

- You can be an important influence in helping the parents work together for the good of the child.
- Remember it will take a year or two for the child to adjust.
- Let the child talk about feelings...LISTEN!
- The child needs continuity, security and reassurance.
- Children of divorce tend to feel guilty and responsible. These materials are designed to help you help the children.

In order to help children express their feelings, share this rhyme, encouraging the children to answer the questions and/or make appropriate facial expressions.

Feelings
How do you feel when you're happy?
How do you feel when you're sad?
What things make you feel angry?
What things make you feel glad?
Your feelings are meant for expression.
It's easy to laugh, cry, or shout.
Let your feelings come out in the open;
Let all those feelings come out!

Books to Share

Divorce is a stressful situation and is often found to be as traumatic as death. These books can help children understand their emotions about this new family circumstance.

Share the story of Charlie Anderson by Barbar Abercrombie (Margaret K. McElderry Books, 1990). Ask,

- Do any of you live in two houses, like Charlie Anderson?
- Why do you think Charlie Anderson likes to live in two homes?

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Read Daddy by Jeannette Caines, Harper & Row, Publishers, 1977 or What Mommies Do Best/What Daddies Do Best by Laura Numeroff (Simon & Schuster,1998).

- Ask the children to tell about special times they have spent with dad or mom.
- Ask what special names Wendy and her dad had for each other. Ask if the children have special names they call their parents or their parents call them.

After sharing Splitting Up by Kate Petty and Lisa Kopper (Gloucester Press, 1988) or Mama and Daddy Bear's Divorce by Cornelia Spelman (Albert Whitman, 1998) have the children make a collage from magazine pictures showing various family types - single parent, only child, many children, grandparent living in the home, etc.

Share My Mother's House, My Father's House by C.B. Christiansen (Atheneum,1989).

- Invite the children to use puppets as they retell the story or tell their own story.

After sharing One More Time by Louis Baum (William Morrow & Company, Inc., 1986) have the children tell something special they would like to do one more time.

THE LINK TO PEACE: Children who are experiencing changes in their family due to separation or divorce often feel that they are to blame. Without words to express what is happening or ways to understand it, their experience of turmoil often spills out on the class and on their families.

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15A DIVORCE OR SEPARATION

THE BIG PICTURE: A child's security is shaken by divorce or separation. Adults can help.

Telling your child

- Talk to your children about the divorce. It is best when both parents can be there and can talk calmly.
- Be sure they know you love them **and will always take care of them.**
- Your children will feel guilty and responsible unless YOU, the parent, let them know they didn't cause it and they can't fix it.
- Younger children should be told close to the time that a parent will be moving out. Let the child know when he or she will see that parent next.

Supporting your child

- Let your child talk about feelings...LISTEN.

Home Card 15A

15A DIVORCE OR SEPARATION

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Supporting your child

- Let your child talk about feelings...LISTEN.

Home Card 15A

BEST COPY AVAILABLE

- Ask your child about worries and anxieties.
- Your child needs your support. Be careful not to lean on him or her.

Involving others

- Do not criticize the other parent.
- Post your ex's photo and phone number on the refrigerator.
- It's unfair to ask a child to choose one parent over the other.
- Be generous in letting your child be with the other parent.
- Let your child see both sets of grandparents.
- Let your child's teacher know what is happening so all can work together.

Be prepared

- Remember it will take a year or two for the child to adjust.
- Be patient with emotional reactions or childish behaviors such as thumbsucking or bedwetting.

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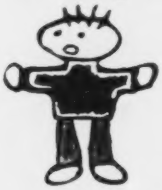
- Ask your child about worries and anxieties.
- Your child needs your support. Be careful not to lean on him or her.

Involving others



- Do not criticize the other parent.
- Post your ex's photo and phone number on the refrigerator.
- It's unfair to ask a child to choose one parent over the other.
- Be generous in letting your child be with the other parent.
- Let your child see both sets of grandparents.
- Let your child's teacher know what is happening so all can work together.

Be prepared

- Remember it will take a year or two for the child to adjust.
- Be patient with emotional reactions or childish behaviors such as thumbsucking or bedwetting.

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15B

DIVORCE: BOOKS TO HELP TALK ABOUT IT

THE BIG PICTURE: Divorce or separation can be a source of conflict within and among all members of a family. Books can sometimes make it easier for parents and children to talk about it.

In Dear Daddy by John Schnidel et. al. (1995), a young boy keeps in touch with his far away father by writing to him. Encourage your child to write or create pictures to send to the their other parent.

It's Not Your Fault, Koko Bear by Vicki Lansky and Dinosaurs Divorce by Laurene and Marc Brown are books that help both parents and children think about all the issues and feelings that are part of divorce or separation.

Shared parenting means different homes and customs for a child. If you are involved with shared parenting, read Priscilla Twice by Judith Caseley (1995) with

Home Card 15B

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Home Card 15B

your child. Discuss what your child likes best about both homes. What would she like the home to be like when she grows up?

Sometimes after a divorce, a child's mom breaks up with a boyfriend, which can be as painful as a divorce. If this has happened at your house, share Mommy and Me by Ourselves Again by Judith Vigna and Ann Fay (Albert Whitman & Sons, 1987) with your child. Encourage your child to talk about her feelings by talking about the feelings of the little girl in the book.

Sometimes a parent remarries, and that can cause bad feelings. In My Wicked Stepmother by Norman Leach, a boy prefers to think of his new stepmother as a fairy tale wicked witch until he realizes she is a person with feelings too. Talk with your child about grownups' feelings and the importance of thinking about others as well as yourself. If there is a step-parent in your family, make a list of the nice things they have done for or with your child. Talk about their good qualities.

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16 DRESSING

THE BIG PICTURE: Having a say in what they wear helps children gain independence and self-esteem. As teachers prepare them to make good choices in the clothing they wear, they help parents achieve more peaceful mornings!

Things to do

- Let the child have a red day, a green day, etc.
- Have a "crazy dress" day where the adults and the children wear wild combinations. This is a good chance to do some teaching about what clothing goes well together and what clothing does not.
- Talk about colors that go together.
- Compliment the child on good color choices...be specific.
- Talk about clothes. Ask questions, such as: "What is your favorite thing to wear? Do you like to get dressed all by yourself or do you have help?"

Outdoor Clothing

- Sometimes we expect a child to dress warmly when we are cold. It might help to decide ahead of time what temperature requires a sweater or coat outside.
- Allow enough time for dressing.
- Work with the child to solve dressing problems.
- Talk about the different kinds of clothes. Ask questions such as: "What do we wear when it's hot or cold or raining or for swimming?"

Rhymes, Songs, and Fingerplays

(Use motions with the child as you say)

Children put your socks on, socks on, socks on,
Children put your socks on, one, two, three.
Children put your pants on, pants on, pants on,
Children put your pants on, one, two, three.
Children put your shoes on, shoes on, shoes on,
Children put your shoes on, one, two, three.
Children put your sweater on, sweater on, sweater on,
Children put your sweater on, one, two, three.
Children now are all dressed, all dressed, all dressed,

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Children now are all dressed; let's go play.

Diddle, Diddle, Dumpling, My Son John,
Diddle, diddle, dumpling, my son, John,
Went to bed with his trousers on.
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son, John.

Look at Me!
Look at me! (point to self)
Upon my head I wear a hat of brightest red. (hand on head)
Look at me! (point to self)
Don't I look neat with shiny shoes upon my feet? (point to feet)
Look at me! (point to self)
Hip, hip hooray! (clap hands)
With shirt and pants (point to clothing)
I'm dressed to play. (jump up and down)

Burr-rr-rr
Today I wore my snow suit
That goes from heels to throat.
(Point to feet, then to neck.)
It shuts up with a zip,
(pretend to zip up front)
And is much warmer than a coat.

I wore a sweater under that,
And a woolly cap, bright red.
(make cap on head)
It fitted snug upon my ears
(hand on ears)
And covered my whole head!
(circular motions around head)

I wore overshoes with buckles
(point to shoes)
And mittens lined with fur,
(hands out, fingers together)
But just the same, when I went out,
I shivered and said, "Burr-rr-rr."
(shiver, arms close to body)

My Zipper Suit
My zipper suit is bunny brown.
(point to chest)
The top zips up
(draw fingers upward from tummy to chest)
The legs zip down.
(draw fingers down leg)
I wear it every day.
(point to self and nod)
My daddy brought it out from town.
Hi, Daddy! (wave)
Zip it up, zip it down
(repeat above motions)
and hurry out to play.
(run in place)

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Books to read

Younger children will enjoy How Do I Put It On? by Shigeo Watanabe (Philomel, 1977) or Little Brown Berry Dresses Himself and Little Brown Bear Plays with Shoes by Claude Lebrun (Children's Press, 1996/97). Invite the children to respond with answers to the questions and also to act out the right or wrong way to wear various items of clothing.

Read Aaron's Shirt by Deborah Gould (Bradbury Press, 1989).

- Ask the children to tell about their favorite outfit or item of clothing.
- Have a "favorite shirt day" on which each child wears his/her favorites. Discuss the different reasons children have for favorite things. Some like comfortable, some like pretty, some like special colors, patterns, or decorations.

Read Jesse Bear, What Will You Wear? by Nancy Carlstrom (Macmillan Publishing Company, 1986) or Elizabeth Jane Gets Dressed by Anne Tyrrell and Caroline Castle (Barron's, 1987).

- Ask the children who decides what they will wear on a given day.
- If you have some clothes to play Dress-up, this would be a good time for the children to dress-up and parade around the room in their outfits.
    - After the parade, ask the children to say where they think each child could go in their outfit (to a party, to the park, to the beach, to a wedding, etc.)

Read Shoes from Grandpa by Mem Fox (Orchard Books, 1989). The children will enjoy chanting the repetitive phrases included in the story.

Read Bear Gets Dressed by Harriet Ziefert and Arnold Lobel (Harper & Row, Publishers, 1986). The children will enjoy answering before they open the flaps.

- This is a good time to have the children dress paper dolls. Invite them to make up stories telling where their dolls are going in their outfits.

At the start of winter, read Froggy Gets Dressed by Jonathan London (Viking, 1992) or The Three Young Maniacs by Karen Berman Nage (Harper Collins, 1993).

- Use dress up clothes to imitate what happenedin the story and later to practice what winter clothes to put on first.

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THE LINK TO PEACE: The simple act of dressing can becomea power struggle each day for busy parents and child givers. Giving children songs and rhymes to use at dressing time can make this daily chore pleasant for all.

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16 DRESSING

THE BIG PICTURE: Children want control and at the same time they want to be cared for. Having a say in what they wear helps them gain independence and self-esteem. Planning ahead saves early morning dressing problems.

Remember

- Remember the first time you did something... shaved, put on make-up, curled your hair? It took you a long time! Be sure your child has enough time.

Things to do

- Choose clothes that will be easy for your child to put on and take off. Velcro closures or large buttons help. Mark the fronts of clothes.
- Have a schedule that works best for your child. Eat and then dress or dress and then eat.
- Choose and lay out clothes the night before.

Home Card 16A

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Home Card 16A

- Once a week choose sets of clothes for each day of the week and put them in containers or jumbo-sized zipper bags. Let your child choose one set each day.
- Have more than one of the favorite shirt.
- Have days of the week panties. Label them Sunday through Saturday.
- Let your child have a red day, a green day, etc.
- Be patient as your child learns. Some clothes may be inside-out. Work with your child to solve dressing problems.
- Compliment your child on good color choices...be specific.
- Have a "crazy dress" day where you and your child wear wild combinations. This is a good chance to do some teaching about what clothing is good together and what clothing isn't.
- Sometimes we expect a child to dress warmly when we are cold. Decide ahead of time what temperature requires a sweater or coat outside.

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16 DRESSING ACTIVITIES

THE BIG PICTURE: Using activities to make daily tasks fun can make your home more peaceful and make your child feel good about all the new things he or she is learning to do.

Use motions with the child as you say

Children put your pants on, pants on, pants on,
Children put your pants on, one, two, three.
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Children put your socks on, one, two, three.
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Children put your shoes on, one, two, three.
Children put your sweater on, sweater on, sweater on,
Children put your sweater on, one, two, three.
Children now are all dressed, all dressed, all dressed,
Children now are all dressed, let's go play.

Home Card 16B

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Children put your sweater on, one, two, three.
Children now are all dressed, all dressed, all dressed,
Children now are all dressed, let's go play.

Home Card 16B

Books to Read

A younger child will enjoy Getting Dressed, Playskool Books, 1998. As you read it, ask your child to name the item of clothing in the picture. Have them point to the same item that they are wearing. Ask them what color it is.

Dressing for winter can be quite difficult as Froggy discovers in Froggy Gets Dressed by Jonathon London, et. al (1997). With your child make a girl or boy dressing doll out of cardboard. Have your child draw and color summer and winter clothes for it and, if they are old enough, cut the clothes out. Encourage your child to use imagination, mixing colors, stripes and polka dots.

Dressing up in parent's clothes like the little girl in **The Dress I'll Wear to the Party** by Shirley Neitzel (1995) is fun for a child. Give your child some old clothes that can be his/hers for play. Keep them in a special dress-up box.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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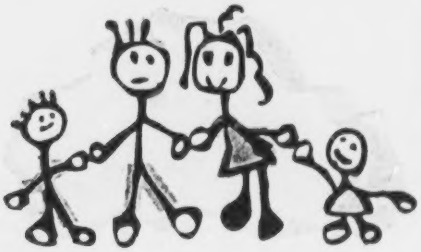
17 FAMILY



THE BIG PICTURE: In a family children often do things to get the attention of their older brother(s) and sister(s) or of their parents. Teachers can help children learn to understand the way they and their siblings act.

Talk about families

- Talk about different kinds of families. Ask questions such as, "What does your family do together? Who are the members of your family? What special names do you have for each other, etc.?"
- Have cut out people shapes that children can use as they make up family stories and/or tell about their own families.
- After sharing the wonderfully multi-cultural book Loving by Ann Morris (Lothrop, Lee & Shepard Books, 1990) ask the children which ways of doing things are the same as their own families and which are different. Use the information at the end of the book to answer questions or to promote additional discussion.
- Read Families are Different by Nina Pellegrini (Holiday House, 1991). The children will see and hear about all different kinds of families.
  - Have them find pictures of many different families in old magazines.
  - Use these to make a family book or album.
  - Encourage the children to find the family that looks most like theirs and tell stories about them.
- Ask, "What is a relative?" Read The Relatives Came by Cynthia Rylant (Bradbury,1985).
  - Ask, what did the relatives share? How did they feel about sharing space and time with one another?

Rhymes, Songs, and Fingerplays

H-E-A-R-T (Tune: B-I-N-G-O)
To show you love your family,
Just give them all a heart.
H-E-A-R-T, H-E-A-R-T, H-E-A-R-T,
Each heart says I love you.

- Make hearts with the children for each member of their family

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How Many?
How many people live at your house?
One, my mother,
Two, my father,
Three, my sister,
Four, my brother,
There's one more, now let me see.
Oh, yes, of course,
It must be me!

My Home
When I feel sad, (Wipe away tear)
Like life's not fair,
(Cross arms across chest)
Or I feel love
(Clasp hands to heart)
I want to share, (Spread arms wide)
I go to the place (Walk one hand across the other forearm)
Where people love me.
(Point to self)
The place is home
And I'm safe as can be. (Hug self)

The Very Nicest Place
The fish lives in the brook,
(Put palms together, wiggle forward)
the bird lives in the tree,
(bend forearms at elbows and extend upwards; cup hand and spread open)
But home's the very nicest place
For a little child like me.
(Point to self)

Houses
Here is a nest for the robin;
(cup both hands)
Here is a hive for the bee;
(fists together)
Here is a hole for the bunny;
(finger and thumb make a circle)
And here is a house for ME!
(fingertips together to make a roof)

- Discuss that different children have different safe places. Encourage them to think about the person and place where they feel most safe.

Getting the Attention of Parents and Siblings

Read Noisy Nora By Rosemary Wells (Dial Books for Young Readers, 1973).

- After each thing Nora does for attention, ask the children what was going on in the story. What were father, mother, Jack and sister doing? What did she do to get attention? What could she could have done instead?

Read Just Like Daddy by Frank Asch (Prentice Hall, 1981).

- Ask the children what things they like to do that are just like their mom, dad, or special person. Talk about the special people in their families.

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Giving as Well as Receiving

Read the book Giving by Shirley Hughes (Candlewick Press, 1993).

- Ask the children what kinds of things they can give to others.
- Stress that giving time, a smile, a word of praise and helping someone are all wonderful things we can do each and every day with our families, classmates, teachers and friends.

Ask the children how they celebrate birthdays in their family. How do you show your mom and dad love on their birthdays? Read **Ask Mr. Bear** by Marjorie Flack (Macmillan Publishing Company, 1960).

- When you come to the end of the story where the bear whispers a gift suggestion in Danny's ear, pause and ask the children what they think the bear is whispering to Danny.
- Encourage the children to show love to family members every day by giving them a hug and saying "I love you."

Read Breakfast by Molly by Ruth S. Radlauer (Simon & Simon, 1988).

- Ask what Molly did for her Mom's birthday. Invite the children to think of things they can do for a parent or another family member.
- Talk about how it feels when we can do something on our own for someone else.

Ask the children if they celebrate their grandparents' birthdays. Talk with them about the kinds of gifts they give. Are there gifts they can give that don't cost money? Read A Secret for Grandmother's Birthday by Franz Brandenberg (Greenwillow Books, 1975). Encourage the children to show their appreciation to the people who care for and about them.

Read Staying with Grandma by Eileen Roe (Bradbury Press, 1989).

- Encourage the children to tell about their experiences of staying with grandparents or another special relative.
- Have them make a special card or draw a picture and send or give it to a relative.

THE LINK TO PEACE: Helping the children appreciate their families can be a source of greater family peace.

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18 FEARS

THE BIG PICTURE: Fear can warn us of danger. It can help us make good decisions. As the child grows and becomes more aware of how big the "world" is he or she feels "small" and can be fearful.

Preventing Fear

- Ease the children gently into new situations.
- Prepare children for things that might scare them. Pictures can help. Show the very young child a picture of a clown if a clown will be visiting your class.
- Avoid scary books, TV shows, movies, news programs and trips.
- Do not use stories of the bogeyman. Children think he is real.
- Respect the child's feelings. If he or she is afraid to pet a dog you might suggest that maybe they will want to later.
- If the child hears of a fire, storm, or a violent crime let him or her know how far away it is. For example say, "The storm is so far away that it would take three days and three nights to drive to where it is."
- Knowing what to do can reduce fears. Remind the children that they've practiced what to do in case of a fire or tornado and so they know how to be safe.

Things to Think About

- Some fear is good such as a healthy fear of strangers or fear of fire.
- Be patient with fears.
- Get professional help if needed:
    - the child has many sleepless nights
    - the child is depressed and tearful
    - the child has many stomach aches
    - the child does not eat.

First Aid for a Child

- Let the child know everyone is afraid sometimes.

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- Comfort the child.
- Listen. The fears are real. Let the child know you believe him/her.
- Let the child help to decide what will help him.

Activities

- Have the children make monster paper bag puppets. Remember, the creased area at the bottom is the mouth. Have the children make a monster face using crayons, markers, bits of fabric, foil, yarn or string, anything you can find. The class can make up a play about little monsters starring the puppets the children made.
- Talk about the way being with someone you love, like your family, can make you feel safe and take away your fears. Have the children make a card for someone who makes them feel safe and loved.
- Work with the children to make a book about fear using pictures and/or words.

Rhymes, Songs and Fingerplays

Sometimes people are afraid of spiders and other bugs.

Little Miss Muffet (Be sure to play Little Mr. Muffet, too!)
Little Miss Muffet sat on a tuffet.
Eating her curds and whey. (pretend to eat)
Along came a spider (wiggle your fingers)
Who sat down beside her (pretend to sit)
And frightened Miss Muffet away! (hands on cheeks)

Monsters in My Room
Every night when I'm asleep,
Into my room the monsters creep.
I call to Mom, "Please come and stay,
And don't forget the monster spray!"
She comes right in and sprays some here,
And all those monsters disappear!

The Hug Song (Tune: Farmer in the Dell)
I made this hug for you to cheer you when you're blue.
Heigh-ho, the derry oh, I made this hug for you.

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Scare Bears

Bears are very large and brave, but sometimes even they can wonder what scary thing they might find on their travels.

The Bear Went Over the Mountain
The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,

And all that he could see,
And all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see!

This Little Monster
(Count off on each finger.)
This little monster went to school,
This little monster stayed at home.
This little monster took a mud bath,

This little monster ate a bone!

Pet Monsters
If you have a monster,
You've got to treat him right.
Feed him and take care of him,
And turn on your night light.
For everyone thinks monsters
Are so very brave and strong,
But I know my pet monster
Likes the light on all night long!

Using Books

Encourage the children to express their feelings about being left alone with a baby sitter. Ask them to tell what they like about it and what they don't like.

Share Bear and Mrs. Duck by Elizabeth Winthrop (Holiday House, 1988).

- Invite the children to pantomime various feelings and ask the other children to guess how they are feeling.

As you read the book **Just Dessert** by Polly Powell (1996) have the children guess what the scary things might really be. There are clues on each page.

Share **(How I Feel) Scared** by Margo Leonard (Batnam, 1988), encouraging the children to answer the questions posed in the text.

- Have the children make masks out of paper plates that express all sorts of different feelings. Encourage the children to use the masks in acting out various situations which frighten them.

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- Ask them to tell about other situations that scare them.

Use the book __When the Big Dog Barks__ by Munzee Curtins (1997) to talk about different fears the children may have. Be sure to reassure the children that you are there to keep them safe.

After reading __Fang__ by Barbara Shook Hazen (1987), ask the children if they have a dog, or a friend or a brother or sister like Fang and what they can do to help that person or animal overcome the fear.

Read __Chicken Little__ by Karen Lee Schimdt.

- Have the children act out the story adding other animals so that all the children can take part.

Ask the children to tell how they feel when they hear thunder and see lightning. Share __Tyler Toad and the Thunder__ by Robert L. Crowe (Dutton, 1980, PreK - Grade 2). Encourage the children to suggest ways of coping with fear during a thunderstorm either as Tyler Toad or as themselves.

Before you share the last page of __I Wouldn't Be Scared__ by John Sabraw (1989), ask the children if they can guess who made the animal tracks.

THE LINK TO PEACE: Fears are a source of conflict for a child. Being able to name and face the fears reduces that conflict. Naming feelings is an important skill for solving conflicts.

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18 A FEARS

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Think Ahead

- Avoid scary books, TV shows, movies, news programs and trips.
- If your child hears of a fire, storm, or a violent crime let him or her know how far away it is. For example say, "You know how it takes one day and one night to drive to grandma's? Well it would take three days and three nights to drive to where the storm is."
- Respect your child's feelings. If he is afraid to pet a dog you might suggest that he might want to try it later.
- Do not use stories of the bogeyman. Children think they are real.

Home Card 18 A

18 A FEARS

THE BIG PICTURE: Fear can warn us of danger. It can help us make good decisions. As your child grows and becomes more aware of how big the "world" is he or she feels "small" and can be fearful.

Think Ahead

- Avoid scary books, TV shows, movies, news programs and trips.
- If your child hears of a fire, storm, or a violent crime let him or her know how far away it is. For example say, "You know how it takes one day and one night to drive to grandma's? Well it would take three days and three nights to drive to where the storm is."
- Respect your child's feelings. If he is afraid to pet a dog you might suggest that he might want to try it later.
- Do not use stories of the bogeyman. Children think they are real.

Home Card 18 A

- Practice what to do in case of a fire or tornado. Knowing what to do can reduce fears.
- Ease your child into new situations. Prepare her for things that might be scary. Showing pictures can help. For example, show the very young child pictures of a clown if you know she'll be seeing one.
- Comfort your child. Let him know that everyone is afraid sometimes.
- The fears are real. Listen and let your child know you believe her.
- Help him decide what will make him feel more comfortable in scary situations.
- Be patient with fears. Remember, some fears can be good warning signs.
- Get professional help if needed. This might be needed if
  - Your child has many sleepless nights
  - Your child is depressed and tearful
  - Your child has many stomach aches
  - Your child does not eat

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FEARS: ACTIVITIES TO USE

Sometimes people are afraid of make believe monster, spiders, and other bugs. These activities make these creatures less scary.

Little Miss Muffet (Be sure to play Little Mr. Muffet, too!)
Little Miss Muffet sat on a tuffet
Eating her curds and whey. (pretend to eat)
Along came a spider (wiggle your fingers)
Who sat down beside her (pretend to sit)
And frightened Miss Muffet away! (hands on cheeks)

This Little Monster - (count off on each finger)
This little monster went to school, This little monster stayed at home.
This little monster took a mud bath, This little monster ate a bone!

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Home Card 18 B

FEARS: ACTIVITIES TO USE

Sometimes people are afraid of make believe monster, spiders, and other bugs. These activities make these creatures less scary.

Little Miss Muffet (Be sure to play Little Mr. Muffet, too!)
Little Miss Muffet sat on a tuffet
Eating her curds and whey. (pretend to eat)
Along came a spider (wiggle your fingers)
Who sat down beside her (pretend to sit)
And frightened Miss Muffet away! (hands on cheeks)

This Little Monster - (count off on each finger)
This little monster went to school, This little monster stayed at home.
This little monster took a mud bath, This little monster ate a bone!

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Home Card 18 B

Let your child know everyone has fears. Bears are very large and brave, but even they can wonder what scary thing they might find on their travels.

THE BEAR WENT OVER THE MOUNTAIN

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
Afraid of what he'd see.

And all that he could see,
And all that he could see,
Was the other side of the mountain,

The other side of the mountain, The other side of the mountain,
Was all that he could see!

Make a Friendly Monster Paper Bag Puppet The creased area at the bottom is the mouth. Have your children make a monster face using crayons, markers, bits of fabric, foil, yarn, string, etc.. Maybe you'd like to make up a play about a little monster starring the puppet you made.

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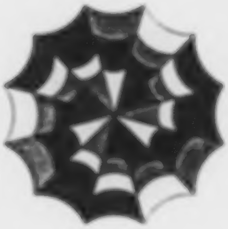
19 FEELINGS AND EMOTIONS



THE BIG PICTURE: Our children must learn to recognize their feelings, accept them and be able to tell others how they feel. Once they can do this they can make better choices on how to behave.

Things to Do

- Share your feelings.
- Let the children see you express feelings. "I was *worried* when I couldn't see you in the back of the room." "I am *excited* that the man is bringing animals from the zoo to our classroom."
- Help the children learn that feelings are good.

Teach Feeling Words

- Use magazine or storybook pictures and talk about how the people in the picture feel.
- Cut out magazine pictures, write the feeling word below them and display them.
- Play feeling charades. Give each child a word and ask him/her to act it out. If none of the children can act out one of the feelings, act it out for them.
- Help them name their feelings. Ask "How did you feel when you got a smiley face on the chart today?...proud? happy?" "How did you feel when Joey wouldn't share his truck?...sad? disappointed? angry?" You can think of many more.
- Talk with the children about what they see happening around them. Martin is crying because he hurt his arm. Andy is happy because his team won. Megan is proud because she did a good job on her homework.
- Help the children "own" their feelings. Have them ask themselves, "How do I feel?"

Expressing Feelings

- Sometimes children express feelings by crying. Allow them to do this.
- Help the children learn to express their feelings.
- Use dolls to act out the feelings of characters in stories.

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- Stay physically close to the child while the child shares feelings.
- Children must be safe when they express feelings. Outdoor play sometimes helps them work off extra energy when they are very emotional.

A Song to Sing

If You're Happy and You Know It
If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it then you really want to show it.
If you're happy and you know it, clap your hands.

Sing more verses using other feelings. For example
If you're sad and you know it, wipe your eyes...
If you're angry and you know it, stomp your feet...
If you're silly and you know it, wiggle around...
If you're sad and you know it, you can cry (boo hoo).
If you're worried and you know it, make a frown...

Ask the children how their bodies show that they are happy. Some answers might be that they smile, clap or jump up and down. As a child suggests a way to move, have all of the children do the action.

Make feeling masks

- Use a paper plate, a piece of cardboard or heavy paper. Make different kinds of features: eyes that are wide, scrunched up, narrow; make mouths with different expressions like a smile, straight, turned down; make noses and hair as well. Use the face pieces to show happy, sad, worried, etc.
- Write down the name of the feeling each face shows. Follow by singing the verses of "If You're Happy and You Know It" that match the faces the childrenmade.
- Discuss what makes us happy, sad, angry, etc. The children may look in a mirror while they talk about their feelings.

Read My Many Colored Days by Dr. Suess (Alfred A. Knopf NY: 1996).

Using color: ask children what color goes with happy, mad, sad. Together you can write and color an emotion story, learning both color and feeling words.

Using music: Play instrumental music. Talk about the moods that the music suggests. Ask the children to make up happy, sad or angry songs.

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Mr. AL Sings Friends & Feelings, (Melody House, Inc. 1993) has participation songs that help children name feelings.

Who Feels Happy
Who feels happy, who feels glad?
All who do, clap your hands this way.

Who feels happy, who feels glad?
All who do, nod your heads this way.

Who feels happy, who feels glad?
All who do, tap your shoulders this way.

Five Little Polar Bears
Five little polar bears,
(Hold up one hand)
Playing on the shore;
One fell in the water
And then there were four.

(Put down one finger as you say each verse)

Four little polar bears,
Swimming out to sea;
One got lost,
And then there were three.

Three little polar bears said
"What shall we do?"
One climbed an iceberg
Then there were two.

Two little polar bears
Playing in the sun;
One went for food,
Then there was one.

One little polar bear,
Didn't want to stay;
He said, "I'm lonesome,"
And swam far away.

Using Books

When the children are reading about the feelings of the character in the story, ask

- What is the person feeling? Why?
- Have you ever felt that way?
- What did you do to help yourself feel better?

Read Sometimes I Feel Like a Mouse by Jeanne Modesitt (Scholastic Inc., 1992).

  - After you read about each animal and show the picture, ask them to name what they think the feeling is.

Read Feelings by Aliki (Greenwillow, 1984).

- Have a feelings wheel and have the children point to what they are feeling.
- Give the children feeling faces on construction paper. Let them cut them out and paste them to popsicle sticks. Children can use their set of

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feelings to show the feelings of characters in stories you read to them or to show how they are feeling.

In Edward's Overwhelming Overnight by Rosemary Wells (Dial Books, 1995) things seem too much to cope with.

- Discuss what Edward's parents did to help him.

Show the pictures and name the feelings as you read Grandpa's Face by Eloise Greenfield (Philomel Books, 1988).

- Ask the children to think of the person they can talk to when they are afraid.
- Let each child make a chart of things that make him/her happy and sad. Put a smiling face on the top of the first column and a sad face on the top of the second column. Draw pictures or cut them from magazines to put in each column showing what makes him/her happy or sad.

In Mean Soup by Betsey Everitt (Harcourt Brace Jovanovich, 1995), Horace is in a really bad mood until he makes soup with his mother.

- Ask the children what they do to get out of a bad mood.

The child in No! No! No! by Anne Rockwell (Simon & Schuster Books for Young Readers, 1995) also has a bad day. Talk about ways to shake a bad mood.

- Talk about some of the things that happen when children don't get along. Ask questions such as "How do you feel when you are angry with someone? What can you do to help yourself feel better?"

After sharing What Feels Best? by Anita Harper and Susan Hellard (G.P.Putnam's Sons, 1988).

- each time the main character says that something did or didn't feel good, have the children tell you a better feeling word such as selfish, sick, sad, happy, proud, etc.

Read Exploring Feeling by Susan Newman.

- Make "cookie feelings" (cookies decorated with faces that show different feelings) to help children know that their faces can show how they feel.

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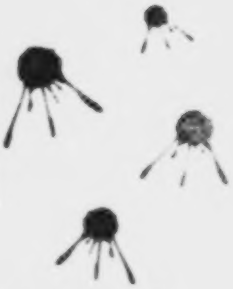
19 FEELINGS AND EMOTIONS



THE BIG PICTURE: Our children must learn to recognize their feelings, accept them and be able to tell others how they feel. Once they can do this they will have choices in how to behave.

Things to Do

- Name your feelings . "I was *worried* when I couldn't see you in the back yard." "I am *happy* that Grandma is coming to visit us."
- Teach your children feeling words. You may have to help them name their feelings. Ask, "How did you feel when you got a smiley face on the chart at school?"...proud? happy? "How did you feel when Joey wouldn't share his truck?"...sad? disappointed? angry? You can think of many more.
- Use magazine or storybook pictures and talk about how the people in the picture feel.

Home Card 19

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- Use magazine or storybook pictures and talk about how the people in the picture feel.

Home Card 19

- Help your child learn that feelings are good.
- Help your child learn to express feelings. Use dolls or puppets to act out stories.
- Sometimes children express feelings by crying. Allow him to do this.
- Help your child learn good ways to deal with feelings. Coloring can help when she is angry. Playing outdoors can help when she's excited. Talking can help when she is worried. Playing with his stuffed animals can help when he is sad. Help him think of other good ways to express his feelings.
- Stay physically close to your child while your child shares feelings. At times it is good to hold or touch your child as he shares.
- Children must be safe when they express feelings.
- If they are too excited they may need outdoor play to work off their excess energy.

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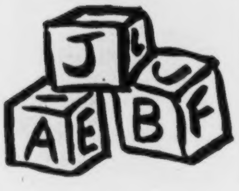
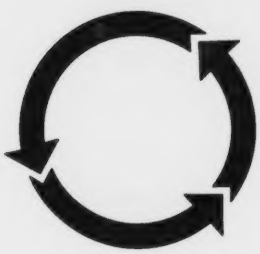
20 FREE CHOICE



THE BIG PICTURE: Children learn through play. They love deciding what they want to do, how to do it and for how long. Free choice time is never a "free period" or "work period" for the adults in the room. It is a golden time to interact with children and encourage learning.

Things to Do

- Schedule free choice early in the day.
- Interact with the children on a one-to-one basis during free choice time. Ask questions, and let children share ideas.
- Have one or two simple rules.
- The children should know to use "indoor" voices."
- Let the children choose from a variety of activities and projects.
- Limit the number of children in the noisiest areas. Use bright colored laminated "tickets" which children take when they go to a center. When the tickets are gone, that center is full. When a child leaves the center he or she puts his or her ticket back to show an opening in that center.
- Have different levels of activities.
- Change the dramatic play areas often. Areas might include supermarket, post office, airport, restaurant, house keeping, child care, office etc.
- Provide enough materials.
- Rotate equipment.
- Have duplicates of favorite toys.
- If a child always chooses the same center, close it for a few days so that he/she can experience something new.



THE LINK TO PEACE: Free play helps children develop imagination, and creativity. Making their own decisions about small things will help them to feel good about taking responsibility for the decision making that is necessary for dealing with life's conflicts.

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21 LYING

THE BIG PICTURE: Very often when young children tell lies it is because they cannot tell the difference between reality and fantasy. They do not really remember what happened and their wishes are confused with what really happened or they are trying to keep from being punished. What they say makes it real to them even if it isn't the truth.

Let the Children Know that Honesty Is Important to You

- Be a good example for the child. Be careful not to make up stories for excuses.
- Let the children see you being honest with them. Admit your mistakes.

Understanding Lying

- Bragging is a type of lying children use to see your reaction and add excitement to daily life.
- Sometimes our expectations are too much and the child lies to meet them. Set realistic expectations.
- Sometime the child is afraid of the punishment. Find fair consequences for behavior you find unacceptable and use them consistently.
- Remember, a lie is often a child's solution to a problem.

Responding to the Behavior

- Act calmly when you suspect lying.
- Do not call the child a liar.
- Try to find out why the child lied. Was the child embarrassed? Was the child trying to avoid punishment? Did the child want attention or praise?
- Give the child a way out. Say, "You said you didn't hit Michael on purpose. Could you have felt angry and bumped into him? Did you mean to hurt him?"
- Help the child see what really happened but do not argue. "You had a glass of milk. It is empty now and there is milk on the floor. It may have been an accident but I know you spilled it. We have to be able to say what we did even if it was a mistake or an accident. I will give you a rag so you can help to clean it up."

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- Let the children know you understand it is hard for them to tell the truth. Let them tell the story again.
- If there is a conflict and more than one child is involved, say "If what Jeremy is saying is true, how could you solve this? If what Annette is saying is true, how could you solve it." It's possible to come to a solution that will work even without knowing which child is not telling the truth.

Books to Share

Read "Not Me," Said the Monkey by Colin West, (J.B.Lippincott, 1987).

- Invite the children to take turns being the animals in the story or divide them into groups of monkeys, snakes, lions, rhinos and elephants. Have them act out the story with each group saying, "Not me" said the _______" each time their group appears in the story. Ask, "Did the animals know who was doing the actions that bothered them?"
- Have them look at the pictures and tell how the animals knew. "Did you ever hear someone say he/she didn't do something you saw him/her do? Why do people do that? What could they do instead?"

Read the classic story of the Boy Who Cried Wolf. Ask, "What happens when someone who always tells stories tries to tell the truth?"

Read Marc Brown's Arthur's Computer Disaster (1997) or Arthur and the True Francine (Little, Brown and Company, 1996). Ask the children what was said that wasn't the truth. Ask what happenedbecause the person lied. Ask what the person could have done instead.

Music to Share

Rosenshontz "It's the Truth" - Activity Songs

THE LINK TO PEACE: It's very difficult to come to peaceful solutions when one of the parties in a conflict doesn't speak the truth. Helping children realize that it isn't necessary to lie, is a giant step toward giving them tools for peacemaking.

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Show That Truth Is Important in Your Family

- Be a good example for your child. Be careful to give the real age when paying admission to a movie or park. Be careful not to make up stories for excuses. Do not say a child is sick when you are really keeping him home to do something special.
- Let your child see you being honest with him/her. Admit your mistakes. Do not tell a child a shot will not hurt when it will.
- Set realistic expectations. Sometimes parent expectations are too much and children lie to meet them.

Home Card 21

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Home Card 21

- Remember, a lie is often a child's solution to a problem.

Things to Do

- Act calmly when you suspect lying.
- Try to find out why your child lied. Was your child embarrassed? Have you punished your child so harshly that she is afraid of the punishment if the truth is told? Did your child want attention or praise? Is your child bragging to add excitement to life?
- Give your child a way out. Say, "You said you didn't hit Michael on purpose. Could you have bumped into him? Did you mean to hurt him?"
- Help your child see what really happenedbut do not argue. "You had a glass of milk. It is empty now and there is milk on the floor. It may have been an accident but I know you spilled it. We have to be able to say what we did even if it was an accident. Let's clean it up."
- Let your child know you understand it is hard for her to tell the truth. Let her tell the story again.

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22 MEALTIME AT SCHOOL

THE BIG PICTURE: Mealtime at school should be an enjoyable experience for children. Their eating experiences and tastes vary greatly.

Kids Meals

Snacks

- Let children suggest foods for lunch or snack.
- Have a tasting party at school.
- Have a tasting party with fruits.
- Have a tasting party with vegetables.
- Have a tasting party with green foods...Do the same with other colors.... yellow etc.
- Have a bread tasting party.
- Have the children fix their own snack. Give healthy choices.
- Do cooking projects with the children. Use the food for a snack.
- Using English muffins, pizza or spaghetti sauce and grated cheese let the children make their own pizzas for lunch. (Put them on a cooking sheet, and warm at 350 until the cheese melts.)

Meals

- Make a picture book of favorite foods.
- Visit the kitchen. Visit with the cook. Let the cook show how things are made.
- Have foods that look appetizing.
- Let the cook know what the children like.
- Have children make special placemats to use at mealtimes. (These can be covered with contact paper or laminated.)
- Start each meal with a ritual. Use a song, prayer or poem.
- Eat with the children and model good manners.
- Let children be waiters and waitresses and help set the table and serve the other children.
- Give the children a small amount of food and encourage them to take a small taste of everything.

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- Never force a child to eat everything.
- Allow children to choose to have seconds and thirds.

Beverages

- Use small pitchers and let children pour their own milk.
- Fill glasses or cups half way.
- Teach children to put glasses or cups away from the edge of the table.
- Be patient with spills.

Pacing

- Try to get speedy eaters to eat more slowly.
- Be careful not to stay at the table too long.
- Have an activity area where children who finish lunch or snack early can play or look at books.

Clean Up

- Let students be "maintenance workers" and sweep the eating area.
- Let each child wash his/her own area when finished.

Rewards and Punishments

- Never use food as a reward.
- Never use food as a punishment.

THE LINK TO PEACE: Children need order and consistency. They need to know the rules and expectations. Some children have such a need for this that they will take control unless an adult hears and cares for their needs and makes decisions that will be for the good of all the children.

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22 EATING

THE BIG PICTURE: If a child is healthy and active then she is probably eating correctly. Regular check-up with the doctor will show if children are gaining weight as they should for their age. The more we worry about food the more problems a child may have.

Things to do

- Meal time should be a happy time. Talk should be happy! Family members can share what was good in their day or use the time to learn a new fact or a new word.
- Make the meal a celebration.
- Let your child help you cook. Children love to help with such things as stirring, pouring, washing vegetables, and spreading soft butter.

Kids in the KITCHEN

- Let your child help you serve the food.
- Have special children's plates.
- Have your child decorate the table or placemats.

Home Card 22

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Home Card 22

- From the time your child is very young offer her different kinds of foods. Do not insist she eats every kind of food.
- Let your child cut pictures of favorite foods for the shopping list.
- Let each family member take turns selecting one food for dinner.
- If your child says he is full do not force him to eat more.
- Be realistic about how much a young child will eat. Sometimes seeing a large portion makes your child turn away from the plate.
- Allow your child to say no to a certain food but he knows his other choice is bread and butter or fruit instead - nothing special.
- NEVER use food as a reward or punishment, especially dessert.
- Use a fancy straw, or add chocolate, to encourage your child to drink milk.
- If you don't want your child eating "junk" food don't have it in the house.
- Keep child size portions of healthy snacks such as carrots, popcorn, bite size cheese pieces, raisins, pretzels, jello, pudding, fruit, etc. available.

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- From the time your child is very young offer her different kinds of foods. Do not insist she eats every kind of food.
- Let your child cut pictures of favorite foods for the shopping list.
- Let each family member take turns selecting one food for dinner.
- If your child says he is full do not force him to eat more.
- Be realistic about how much a young child will eat. Sometimes seeing a large portion makes your child turn away from the plate.
- Allow your child to say no to a certain food but he knows his other choice is bread and butter or fruit instead - nothing special.
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23 MISTAKES

THE BIG PICTURE: Mistakes give us chances for growth. Being wrong can give us a chance to find what will work. We can become problem solvers.

MODELING

- Be able to say, "I made a mistake."
- Be able to laugh at yourself when you make a mistake. We all need humor in our lives.
- Say to the children, "What I did won't work. I'll have to try something else."
- Be able to say, "I'm sorry."
- Share ways you learn from mistakes. Say, "I did not give enough time for finger painting and I know you didn't get to finish your pictures. Next time I'll plan to give you more time."
- Have the children help you solve the problem. Say, "How do you think we can solve the problem?" Children are good at suggesting ideas.

Children's Mistakes

- Be careful to avoid using the word bad. "The lamp was broken, were you careful? What could you have done instead?"
- Talk about things that different children find hard and easy to do. Let the children suggest things like skip, jump, or hop that everyone can try. Don't limit the discussion just to actions but talk about things like being a friend, being kind, helping others and being cheerful.

Books to Share

Help the children understand the difference between making mistakes and behaving in ways that are "bad" by reading The Very Bad Bunny by Marilyn Sadler (1984, Random House). Ask the children what mistakes P.J. Funnybunny made. Ask what he could learn from those mistakes. Ask the children how Binky's behavior was different from P.J.'s.

Share Regina's Big Mistake by Marissa Moss (Houghton Mifflin, 1990). Ask what the teacher told Regina when she scrunched up her paper. "Did that advise help Regina? Is it OK to make mistakes?"

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Share Silly Little Chick by Val Willis (Andre Deutsch, 1988). Encourage the children to tell about times when they have acted like silly little chick, how they felt when they were laughed at or couldn't get it right, and how they felt when they were able to accomplish a task such as tying shoe laces or catching a ball.

Share Nobody's Perfect, Not Even My Mother by Norma Simon (Albert Whitman & Company, 1981). Talk with the children about the things they can do well and those which they would like to do better. Encourage them to try new things and praise both their efforts and their achievements.

The Link to Peace: Some children are so afraid of making mistakes that they are unwilling to try things. Giving children healthy attitudes toward mistakes helps the timid to be less fearful and helps all children to learn from their mistakes.

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23

MISTAKES

THE BIG PICTURE: Mistakes give us chances for growth. Being wrong can give us a chance to find what will work. We can become problem solvers.

Modeling

- Be able to say, "I made a mistake."
- Be able to laugh at yourself when you make a mistake. We all need humor in our lives.
- Say to your child, "What I did won't work. I'll have to try something else."
- Be able to say, "I'm sorry."
- Share ways you learn from mistakes. Say, "I did not give enough time to get ready this morning. Tomorrow I'll plan to give you more time."

Home Card 23

23

MISTAKES

THE BIG PICTURE: Mistakes give us chances for growth. Being wrong can give us a chance to find what will work. We can become problem solvers.

Modeling

- Be able to say, "I made a mistake."
- Be able to laugh at yourself when you make a mistake. We all need humor in our lives.
- Say to your child, "What I did won't work. I'll have to try something else."
- Be able to say, "I'm sorry."
- Share ways you learn from mistakes. Say, "I did not give enough time to get ready this morning. Tomorrow I'll plan to give you more time."

Home Card 23

- Have your child help you solve the problem. Ask, "How do you think we can solve the problem?" Children are good at suggesting ideas.

Children's Mistakes

- Be careful to avoid using the word bad. "The lamp was broken, were you careful? What could you have done instead?"
- Help your child understand the difference between making mistakes and behaving in ways that are "bad".
- Talk about things that different children find hard and easy to do. Let your child suggest things like skips, jumps or hops that everyone can try. Don't limit the discussion just to actions but talk about things like being a friend, being kind, helping others and being cheerful.

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24 NAP TIME AT SCHOOL

THE BIG PICTURE: Have nap time be a happy, relaxing time. Resting quietly or sleeping allows the child time to be refreshed.

Prepare for Nap Time

- Talk with the children about the need for a time of rest for both animals and people. Allow the children to tell about a favorite place to nap, a favorite stuffed animal or blanket they need, or a strange place they fell asleep.
- Make a "Quiet Time" book with the children. Have them find pictures of quiet things in old magazines. Paste the pictures on sheets of paper and staple or tie the pages together.
- Schedule nap time late enough so that most children are tired.
- Set a routine and keep it.
- Take the children to the lavatory just before nap time.
- Have a quieting down time before nap. Sing a song or read a story.
- Be gentle but firm.
- Darken the room.
- Children should use a blanket, small pillow, and toy from home.
- Be sure there is enough space between mats.
- Separate children from their buddies.
- Have two or three simple rules such as: Stay on your mat. This is quiet time. No one may get off your mat until your name is called.
- Supervising adults need to keep talking to a bare minimum and then only in whispers.

Allow for Differences

- Use a book case as a divider for children who need privacy or less stimulation.
- Rubbing children's backs or foreheads helps them fall asleep.

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- Remember that some children do not need to sleep. Tell them that they might just rest quietly. It takes the pressure off of them and helps them rest.
- Remember some children need to "squirm" while they rest.
- Allow children to look at a book as they rest.
- Have a quiet play area where children can play after resting for an hour or so on their mat.

Rhymes, Songs, and Fingerplays

Here is the Baby

Here is the baby ready for his nap, (hold up one finger)
Lay him down in his mommy's lap. (lay finger in palm of hand)
Cover him up, so he won't peep, (close hand over finger)
Rock the baby fast asleep. (rock hands back and forth)

Have older children help you change the words. For example

Here is the Big Girl (Boy)

Here is the big girl ready for her nap,
Lay her down on her teddy's lap.
Cover her up, so she won't peep,
Sing the big girl fast asleep.

Sleepy Kitten

A kitten stretches and makes herself long.
Then she hums a soft little purring song.
She yawns a big yawn. She stretches some more.
And then she falls fast asleep on the floor.

Use Music

- Play tapes of environmental sounds such as the rain forest or ocean.
- Play selected, quieting classical music. (Baroque works best.)
- Invent stretching and relaxing exercises to go with whatever quieting music you use.
- The tape ***Quiet Moment with Greg and Steve*** (Youngheart Records, 1983) gives additional suggestions.
    - Let the music and suggested actions help the children learn to relax and to provide a change of pace from rushing about.

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Use Books

Read Rebecca's Nap by Fred Burstein (Bradbury Press, 1988) or Naptime, Laptime by Eileen Spinelli (Scholastic, Inc., 1995).

Read or sing selections from A Week of Lullabies, compiled and edited by Helen Plotz (Greenwillow Books, 1988) at various times during the day such as before naptime, or whenever the children need to be quieted.

Read a book that will help quiet the children such as Night in the Country by Cynthia Rylant (Bradbury Press, 1986) or Sleepy Book by Charlotte Zolotow (Harper & Row Publishers, 1988) or, for 2 to 4 year olds, Animal Sleepyheads 1 to 10 by Joanna Cole (Scholastic, Inc, 1988).

The children will enjoy the story and pictures in Bernard's Nap by Joan Elizabeth Goodman (Boyds Mills Press, 1999).

Invite the children to join in the rhyme as you read The Napping House by Audrey Wood (Harcourt Brace and Company, 1984).

THE LINK TO PEACE: The ways children learn to relax and become quiet can be used throughout life to handle stress and prepare for problem solving.

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24 NAP TIME

THE BIG PICTURE: Have nap time be a happy, relaxing time. Resting quietly or sleeping allows your child time to rest and relax.

Things To Do

- Make a "Quiet Time" book with your child. Have him find pictures of quiet things in old magazines. Paste the pictures on sheets of paper and staple or tie the pages together.
- Have nap time at the same time every day. Set a routine and keep it.
- Have a quieting down time before naptime. Sing a song or read a story.
- Be gentle but firm.
- Calling it "rest time" makes some children more willing. It takes the pressure off of the child and helps her relax.

Home Card 24

24 NAP TIME

THE BIG PICTURE: Have nap time be a happy, relaxing time. Resting quietly or sleeping allows your child time to rest and relax.

Things To Do

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- Be gentle but firm.
- Calling it "rest time" makes some children more willing. It takes the pressure off of the child and helps her relax.

Home Card 24

- Darken the room by pulling drapes and shades so that it feels like naptime.
- Let your child "sleep" in your bed.
- Let your child "read" her Quiet Book.
- Let your child look at a book or have a few toys in bed.
- Rubbing your child's back or forehead helps him fall asleep.

Use Music

- Invent stretching and relaxing exercises to go with whatever quieting music you use.
- Play tapes of environmental sounds such as the rain forest or ocean.
- Play selected, quieting classical music. (Baroque works best.)

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25 NEW BABY

THE BIG PICTURE: Learning and talking about new babies can help children understand that even though their little brothers or sisters get a lot of attention, they are still loved.

Books to Share

Ask the children how many have little brothers or sisters. Ask them if they can remember what happened to their Mom's lap while they were waiting for the baby to come. Read Will There Be a Lap for Me? by Dorothy Corey (Albert Whitman & Co., 1992).

Talk about the things new babies can and cannot do. Share Growing by Fiona Pragoff (Doubleday & Company, Inc., 1987). Encourage the children to tell about the things the new babies in their families do.

Encourage the children to express their feelings about a having a new baby in the family. Ask questions such as, "What do you like about having a new baby in your family? What don't you like?" Share A Baby Sister for Francis by Russell Hoban (Harper & Row, 1976). Allow the children to act out the story.

New Baby by Emily Arnold McCully (Harper & Row, Publishers, 1988) is a wordlessbook.

- Have the children tell the story of the new baby's arrival in their own words and encourage them to express the emotions that the second youngest mouse child is feeling.
- Have the children gather items such as a buggy and baby bottles and allow them to act out the story and to play house.

Share Welcoming Babies by Margy Burns Knight (Tilbury House Publishers, 1994). Ask the children how their family, relatives and friends welcome new babies. Encourage the children to act out the welcoming for each other.

Share Jenny's New Baby Sister by Bonnie Pryor (Simon & Schuster, Inc., 1987).

- Have the children look through old magazines to find pictures of babies and baby items. Have them paste the pictures on paper, staple the pages together and "read" the book. Encourage the children to give names to the babies, have a welcoming ceremony for them, and make up stories about them.

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Ask the children to bring baby pictures of themselves. Make a display of the pictures and talk about how they have grown and changed since they were babies. Share Silly Baby by Judith Caseley (Greenwillow Books, 1988).

Ask what things you can and what things you can't do with a baby. Make up a numberedlist of things to do with a baby before sharing **101 Things to do with a Baby** by Jan Ormerod (Mulberry Books, 1984).

Have the children look at the cover of Nobody Asked Me If I Wanted a Baby Sister by Martha G. Alexander (Dial Books for Young Readers, 1971). Ask how they think the brother feels about his baby sister, how the baby feels about him, and how they can tell. Share the story. Encourage the children to talk about the things they can do that babies aren't able to do. Ask them if they would like to be a baby forever and why or why not.

Invite the children to act out Baby Rock, Baby Roll or Baby High, Baby Low by Stella Blackstone (Holiday House, 1997) as you read it to them.

Rhymes, Songs and Fingerplays

Baby
This is how we rock our baby,
Hush-a-bye, don't you cry.
Cradled in our arms so gently,
Rock-a-bye,Rock-a-Bye.

Baby's
Baby's fingers, baby's nose,
Baby's head, and baby's toes.
Baby's ears, baby's eyes,
Baby's arms and baby's thighs.
Baby's neck, baby's cheeks,
Baby's shoulders, baby's peeks.
Baby's mouth, baby's hips,
Baby's thumb and baby's lips.

Growing Up
When I was just a baby,
I didn't know how to walk.
I could only crawl like this.
(Crawling around)
When I was just a baby,
I didn't know how to talk.
I could only cry like this.
(Waa-waa-waa)
Now I'm this big,
(Raise hands over head)
And I go to school every day.
I know how to do many things,
To walk, and talk, and play.

Baby
Here is baby's tousled head.
(Make a fist)
He nods and nods;
(Bend fist back and forth)
Let's put him to bed.
(Bend other arm and tuck fist in.)

The Baby
Sh! Be Quiet! (Finger over lips)
The baby is sleeping.
(Arms like a cradle rocking a baby)
Sh! Be Quiet! The baby is sleeping.

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Sh! Be Quiet! The baby is sleeping.
We don't want to wake the baby up.

All About the Baby

Baby's ready for his bath.
Here's the baby's tub.
Here's the baby's wash cloth,
See how he can rub!
Here's the baby's cake of soap,
And here's the towel dry,
And here's the baby's cradle,
Rack-a-babybye.

Children will enjoy learning and acting out the poems in To Baby with Love, by Jan Ormerod (Lothrop, Lee and Shepard, 1994).

The Link to Peace: Parents sometimes don't realize what the older child is thinking and feeling as they prepare to welcome a new baby. Activities such as those suggested can help the child feel better about himself and about the new baby.

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25 NEW BABY: PREPARING THE OLDER CHILD

THE BIG PICTURE: As a family welcomes a new baby it is important that the other child/children in the family are a part of the preparation as the family grows.

Things To Do

- You might let your child choose a baby doll from the store, or you choose one for the child. Let your child name it. You can use the doll to show your child how to treat a baby with gentleness. Your child will then have his/her own "baby" to care for while you care for the new baby.
- Be sure your child knows you will have time for him/her when the new baby comes. Set a "date" ahead of time just for him/her and plan something special for your time together.
- Check with you local hospital. Some have "Sibling Classes" for expectant brother and sister.
- Let your child help you wash the baby's clothes and set up the baby's room.

Home Card 25A

25 NEW BABY: PREPARING THE OLDER CHILD

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- Check with you local hospital. Some have "Sibling Classes" for expectant brother and sister.
- Let your child help you wash the baby's clothes and set up the baby's room.

Home Card 25A

- Let your child suggest names for the new baby.
- Prepare your child for what it will be like when the baby comes.
- Spend time talking about your older child's birth. Share pictures and his or her baby book, if there is one.
- Make a scrapbook with the older child. Have pictures of things your child did and people your child enjoys. This will help when mom is in the hospital, and it will also give your child something to share when people come to see the baby.

- The older child can buy a small gift that mom can take to the hospital for the baby. Mom can also purchase a small gift to leave at home - the baby's gift to the big brother or sister.

Teach the older child a song to sing to the baby when it comes home. If your child is a Barney fan, the Barney Song, "I Love You," is very appropriate.

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NEW BABY: WELCOME HOME!

THE BIG PICTURE: The arrival of a new baby can be a source of fear and confusion for children. By planning ahead parents can help the older child know that he/she is still an important part of the family.

Things To Do

- Have your child visit you and the baby at the hospital.
- Give your child a gift to bring to the baby and have a gift from the baby to give the older child.
- The older child can draw a picture of the family including the new baby.

When Company Comes

- Ask that the visiting adult speak to the older child first. Let the older child be the one to "show off" the new baby.
- Have the older child be in charge of serving a treat when visitors come.

Home Card 25B

NEW BABY: WELCOME HOME!

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- Give your child a gift to bring to the baby and have a gift from the baby to give the older child.
- The older child can draw a picture of the family including the new baby.

When Company Comes

- Ask that the visiting adult speak to the older child first. Let the older child be the one to "show off" the new baby.
- Have the older child be in charge of serving a treat when visitors come.

Home Card 25B

- Let the older child unwrap the baby's gifts.
- Have your older child help you with the baby by getting diapers and clothing, making the baby smile and doing many other things.

- Be understanding when the older child needs a little more attention and/or "forgets" some of the things he/she used to be able to do.
- Let someone baby-sit and have a date to do something with the older child, such as going to the library, the park or for ice cream.

Read The New Baby by Mercer Mayer (Western Publishing Co. 1983).

- Make up a list of things your child can do with your new baby.

Read Peter's Chair by Ezra Jack Keats (Harper Collins, Publisher, 1995).

- Talk about the things the baby is using that your older child once used. Ask how Peter felt about his chair at first and what helped him feel better.

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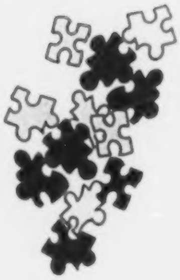
26 PROBLEM SOLVING: TEACHING THE PROCESS



THE BIG PICTURE: Children are often faced with situations that will call for problem solving. These are the moments to teach children this important skill.

Teaching Children to Solve Problems

Post the following charts in your classroom. The steps of the process are spelled out below.

Problem Solving Steps

1. Let the children take some time to **cool off**.
2. Have the children **name the problem** or name it for them.
3. Say that you are going to help them think about ways to solve it. Help the children **name ideas** to solve the problem - as many as you can - without saying that they are good or bad. Crazy and funny ideas are OK.
4. Ask, **"Which of the ideas would be fair and would solve the problem?"**
5. **Choose** the best idea and use it.

Use the opportunities you have every day to show the children how to solve problems. For example, it rains on a day the children are to take a field trip. Walk the children through the steps in the following way.

Problem Solving Steps

1. *Let the children take some time to **cool off**.* Say, "It's raining! How are you feeling about that?"
2. *Have the children **name the problem** or name it for them.* Ask, "Why is the rain a problem for us today?"

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3. *Say that you are going to help them think about ways to solve it.* Say, "It seems as if we're all disappointed that we can't go on the field trip. We're going to think of as many things as we can to make this a special day."

   Help the children **name ideas** *to solve the problem - as many as you can - without saying that they are good or bad. Crazy and funny ideas are OK.* Make a list of all the ideas the children come up with.

4. ***Ask which of the ideas would be fair and would solve the problem***

5. ***Choose*** *the best idea and use it.* Say, "You have GREAT ideas!" If they name something you can't let them do, say "We won't be able to do _____or___ but which of the others would you like to do?"

Give the children many chances to make choices.

Use Stories and Role Plays

- Have puppets and let the children act out stories and situations.
- If you try the **Problem Solving Steps** and the children come up with ideas you don't think will work, ask the children to act them out or have the puppets act them out and see how they work.
- Let the children make up short plays showing possible solutions to situations.

Use Real Problems

- Have the child/children role play problems and possible solutions.
- By the end of the day, children are no longer aware of the details of the problems they had during the day.
  - Call the children to a circle.
  - Tell them that once upon a time a child had a problem. Give them similar details to the real problem that took place, changing the name and place of the character(s).
  - Have the students solve the problem using the steps of the process.

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Use Books and Videos

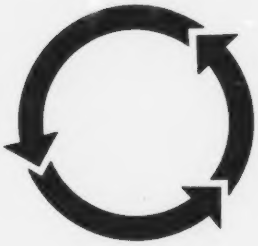
- When a problem comes up in a new story you are reading or a video you are showing the children, stop the story and use the process. "How is Herbie feeling? What is his problem? What are some ways he could solve it? Which do we think is the best? Let's see what Herbie really does in the story." When finished, ask the children which solution was best, the one they suggested or the one Herbie chose.
- Stop a story and have children think of ways to solve the problem and draw pictures of their solutions. Have them circle the way they think is best and share their solutions with one another.

Read **Slither McCreep and His Brother, Joe** by Tony Johnston, 1992. Have the children role play, taking turns being Slither, Joe and Mom as each problem comes up in the story. Walk through the problem solving steps and see if the characters can come up with a solution.

Share **The Battle of Sir Cob and Sir Filbert** by Angela McAllister (Clarkson Potter, 1991) with the children. Read until both characters say that they need more room. Stop the story, and have the children pretend they are the two men and they try to figure out a way to solve their problem. Finish the story. Ask whose solution was better, the one the men came up with or the one the children found.

Encourage Children to Use the Process

Place the children's problem solving poster in the room. When a child is having a problem, walk through the steps together.



THE LINK TO PEACE: Knowing how to name a problem, think of many possible ways to solve it, and choose a solution that seems right is an effective means to peace in the individual and in the group.

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Problem Solving Steps

1. Let the children take some time to **cool off**.

2. Have the children **name the problem** or name it for them.

3. Say that you are going to help them **think about ways to solve the problem.**

Help the children **name ideas** to solve the problem - as many as you can - without saying that they are good or bad. Crazy and funny ideas are OK.

4. Ask **which of the ideas would be fair and would solve the problem.**

5. **Choose** the best idea **and use it!!!**

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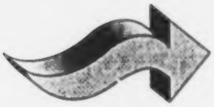
WE CAN SOLVE PROBLEMS!

We cool off.

We name the problem.

We think of ideas.



We choose one.

We do it!!!

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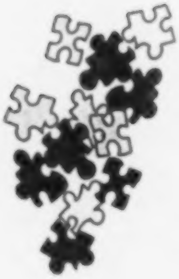
26A PROBLEM SOLVING

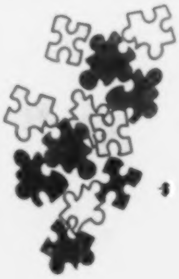


THE BIG PICTURE: Children are often faced with situations that will call for problem solving. These are the moments to teach children this important skill.

Use the Steps on the Other Side to Solve Daily Problems.

- Put the Problem Solving Steps on the refrigerator.
- Walk your child through the steps when there is a problem. For example, The family was planning on going on a special picnic and it is raining.
    1. Ask your child how he/she is feeling about the change of plans.
    2. Ask, "What's our problem?"
    3. Say, "Let's think about some other fun things we could do today."
    4. Choose with your child the ones that will work for both of you.
    5. Do it!! (and have fun!)

Home Card 26 A



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Home Card 26 A

PROBLEM SOLVING STEPS

1. Let your child take some time to **cool off**.

2. Have your child/children **name the problem** or name it for them.

3. Say, "I'm going to help you **think about ways to solve the problem. Let's name ideas** to solve it- as many as we can. Crazy and funny ideas are OK."

4. Ask **which of the ideas would be fair and would solve the problem**.

5. **Choose the best idea** and use it!

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26 B YOU CAN SOLVE IT!

THE BIG PICTURE: Because parents cannot always be with their children it is important that we help children become confident in working out their problems.

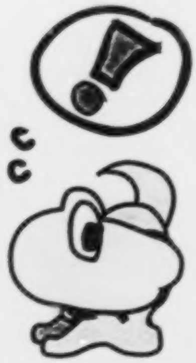
Put the I Can Solve It! Steps on the Refrigerator

- Use the steps out loud when you need to solve a problem that relates to your child.
- Walk your child through the steps when he/she needs to solve a problem.
- Encourage your child to use the steps out loud without your help.

Use Books and Videos

- When a problem comes up in a new story you are reading or a video you are watching with your child, stop the story and use the steps. "How is Herbie feeling? What is his problem? What are some ways he could solve it? Which do you think is the best? Let's see what Herbie really does."

Home Card 26 B



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Home Card 26 B

I CAN SOLVE IT!

Cool off.

Name the problem.

Think of ideas.

Choose one.

Do it!!!

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I CAN SOLVE IT!

Cool off.

Name the problem.

Think of ideas.

Choose one.

Do it!!!

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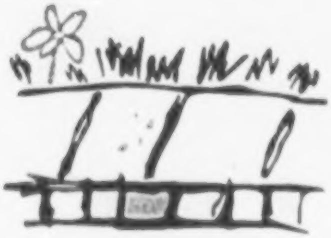
27 SAFETY

THE BIG PICTURE: It is important that each child feels safe in the world. Adults must help them develop safety skills. Children must be able to trust their own views and be able to speak their own thoughts. They must know their body is their own.

Things to Do

- TV News is filled with violence and conflict. Help children learn about the **good** things that are happening. Share stories of people helping others.



- Be careful not to "scare" children with safety rules. Say, "Please stay where I can see you so I can help you be safe." Do not say, "Someone might grab you so you have to stay near me."
- Share and discuss Being Careful with Strangers by Kate Petty and Lisa Kopper (Gloucester Press, 1988).
- Role play situations with strangers so that children can practice walking away, telling an adult and/or saying "No! I don't know you!"

- When children are very young, supervise them but allow them to explore their surroundings.
- Teach children to respect their bodies. Set limits on their poking at one another. Tell them people do not like to have their bodies hit or poked. Model and teach children to say, "I don't like it when you touch me. Please stop!"
- Respect the child's feelings. If he or she does not like tickling, do not do it or let the other children do it. Respecting children's request not to be tickled is a good way to teach children that they have control of their own bodies.
- Allow children to express their feelings in a respectful way. Children do not have to agree with everything.

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Teach Children How to Be Safe

- Role play safety-threatening situations and how to deal with them.
- Make sure that children know their first and last names, addresses and phone numbers.

9-1-1

- Explain what 9-1-1 is for. Be sure the children understand that calling 9-1-1 is not a game. Talk about emergencies. Ask the children to give you examples of emergencies.
- Practice calling 911 on a pretend phone or a real phone which is not connected or is no longer in use. Children should be able to use both a rotary and a push button phone with their eyes closed to simulate phoning in the dark.
- Use Officer Buckle and Gloria by Peggy Rathmann (G.P. Putnam's Sons, 1995) to teach safety rules.
  - Have the children take turns pretending they are Officer Buckle and Gloria. When they are Officer Buckle they will name a safety rule and their partner, Gloria will demonstrate it. Then they can switch roles.
  - Write the rules on star-shaped pieces of paper and display them on a bulletin board and/or in the places in the room where the children can see, practice and remember them.

Share **Dinosaurs Beware** by Marc Brown and Stephen Krensky (1982). Add the safety rules to those made with the book **Officer Buckle and Gloria**.

Rhymes, Songs and Fingerplays

Dial 9-1-1

Dial 9-1-1. (Pretend to dial number)
Dial 9-1-1.
You'll hear them say
That help is on the way.
If you need help,
You know what to do -
To call the police
And the firehouse, too.
Just dial 9-1-1, that's what you do.
Just dial 9-1-1.

Teach "9-1-1" from *Sing a Song of Safety* by Paul J. Kovac (The Child Safety Media Group, 1996).

Ten Little Numbers

Ten little numbers on my phone,
I learn them together
To call my home.
Ten little numbers,

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What are they?
My telephone number I learned today! (Children say their phone numbers together.)

I'm a Police Officer

I'm a police officer with my star,
I help people, near and far.
If you have a problem, call on me,
And I will be there one, two, three!
(Hold up 3 fingers, one at a time.)

Stoplight

Red on top, green below,
Red says stop, green says go.
Yellow says WAIT,
Even if you're late!

My Bicycle

My bicycle is shiny and new.
I like to ride with my friends.
Do you?
Sometimes we ride fast,
(Move hands in a circular motion at sides, as pedaling a bicycle.)
Sometimes we ride slow.
But we are always careful as we go.

Traffic Light

Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says, "Be careful!"
Green says, "Go!"
But red is most important.
It says, "Stop!" you know.

Standing on the Sidewalk

Standing on the sidewalk
(tap toes, arms folded)
Need to cross the street.
(tap toes)
Waiting for the green
before I can go. Oh!
I can see the red light! (point)
Red means "Stop!" (hold up hand)
When I see the green light, I can walk, skip, hop! (walk, skip and hop)

Saying "No!"

- It is important that children say no to unwanted touch, dangerous challenges, strangers, etc.
- Ask, "When is it not a good idea to say "No"?
- "When is it a good idea to say "No"?

Read **A Cake for Barney** by Joyce Dunbar (Orchard Books, 1987). Ask:

- What happened everytime Barney started to eat? Was it OK with him to give cherries to the animals? Why didn't he want to share with the bear?
- Ask "How did he say 'NO'?" (He wasn't nasty or mean. He just said no.)

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- Have the children role play the story. Ask the child playing Barney how it felt as one animal after another bullied him for a treat.

Sometimes it's important to say "No!" to friends if we want to be safe. Read Arnie and the Skateboard Gang by Nancy Carlson (Viking, 1995). Ask
- Why did Arnie think he might go down the steep hill?
- How do you think he was feeling? How were the other animals feeling?
- What made him decide not to do it?
- What did the other animals do when Arnie said "No!"
- What are some things people might ask you to do that aren't safe?

Act out the examples the children give and have them say "No!" just like Arnie did.

Outings

- It is very important to review safety rules before going on a field trip.
- Remind the children to stay with the group and not to talk to or go with strangers. Teach them, if they are approached by a stranger, to yell, "I don't know you!"
- Read the pop-up book Hurry Home Little Frog by Carla Dijs (Little Simon Merchandise, 1995). Ask who the little frog met and what could have happened to him. Encourage the children to talk about the reasons for staying close to an adult in public places.

THE LINK TO PEACE: Because the world can be a violent place, children need the skills to be safe and the confidence to say no to hurtful things.

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27 *SAFETY*

THE BIG PICTURE: Adults must help children develop skills that will help them to be safe. Children must be able to trust their own views and be able to speak their own thoughts. They must know that their bodies are their own.

CAUTION

Things to Do

- News is filled with violence and conflict. Help children learn about the good things that are happening. Share stories of people helping others.
- Be careful not to "scare" children by safety rules. Say, "Please stay where I can see you so I can help you be safe." Do not say, "Someone might grab you so you have to stay near me."
- Teach your child to yell, "I don't know you!" if approached by a stranger.
- When children are very young, supervise them but allow them to explore their surroundings.

Home Card 27

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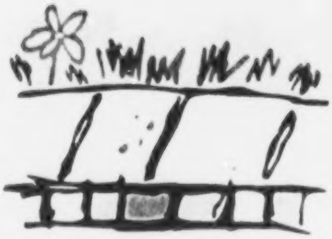
Home Card 27



- Teach children to respect their bodies. Set limits on them poking at one another. Tell them people do not like to have their bodies hit or poked.
- Respect a child's request not to be tickled.
- Allow children to express their feelings in a respectful way. Children do not have to agree with everything.
- Role play safety threatening situations and how to deal with them.
- Make sure your child knows first and last name, address and phone number.
- Have a password your child will recognize if you have others pick them up.
- Practice calling 911 on a pretend rotary and button phone with eyes closed.

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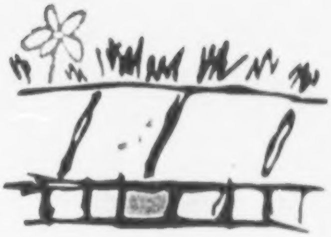

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28 SCHOOL

THE BIG PICTURE: Beginning pre-school can be stressful for children. The first activities you choose can ease their stress.

- Gather all the children in a group. Call each child's name and have them stand up individually. Say this verse with the children.

  "Give a smile, give a cheer. We are glad that you are here!!"

- Ask the children how many were excited about their first day of school? Read Froggie Goes to School by Jonathan London (Viking, 1996).
    - As a follow up, let the children tell you about their summer.
    - Use Miss Witherspoon's clapping technique for attention. Say, "If you can hear me, clap twice." As the year goes on the technique can reinforce counting and adding. "If you can hear me, clap twice. If you can hear me, clap once. Two and one more is...?" Children respond by clapping three times.
- Ask the children how they came to school (car, walk, bus, etc.). Read This Is the Way We Go To School by Edith Baer (Scholastic, 1990).
    - Encourage the children to act out their favorite way of getting to school.
- Minerva Louise by Janet Morgan Stoeke (Dutton's Children's Books, 1996) is a great book to help introduce the children to the classroom.
    - Read the story through once. Discuss what Minerva Louise learned at school.
    - On the second reading have the children say, "No, Minerva Louise! That's not a ___ , it's a ____."
- Miss Bindergarten Get Ready for Kindergarten by Joseph Slate (Dutton Children's Books, 1996) is a great book to help the children observe the room, the centers, etc. and also think about what they did to get ready to come to school.
- Younger children will enjoy the flap book, Spot Goes to School by Eric Hill (G.P. Putnam's Sons, 1984).

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- Ask the children where they think teachers sleep. Then read them **My Teacher Sleeps in School** by Leatie Weiss (Viking Kestrel, 1984).
- Some children are concerned about what their parents do while they are in school. Read **Jessie's Daycare** by Amy Valens (Houghton Mifflin Company, 1990) or **What Will Mommy Do When I'm at School?** by Dolores Johnson (Macmillan Publishing Company, 1990).
  - Have the children talk about the feelings the child in the story is experiencing. Have the children take turns being the characters in the stories.
  - Have the children draw pictures showing what each memberof their family is doing while they are in school.

Rhymes, Songs and Fingerplays

At School

We play a lot of games
And we learn each other's names.
We count to ten or more,
And make a grocery store.
We learn our ABC's
We make three sets of threes
And a puppet from a bag.
We all salute the flag.
We listen and we write.
We read and we recite.
I just cannot remember
All I learned in September!

Circle Song *(Hold hands in a circle and move to the tune of "Here We Go 'Round the Mulberry Bush.)*

This is the way we walk to school,
walk to school, walk to school.
This is the way we walk to school
All on a beautiful morning.

This is the way we glide to school...
This is the way we gallop to school...
This is the way we skip to school...

Add other verses at the suggestions of the children.

Two Little Houses

Two little houses closed up tight;
(Two closed fists)
Open up all the windows and let in the light. (Spread hands apart)
Ten little people tall and straight,
(Hold up ten fingers)
Ready for the bus at half past eight! (Fingers make running motion)

THE LINK TO PEACE: It is important that children, from their earliest years, view school as a fun place where they are safe, accepted, respected and loved.

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28 SCHOOL

THE BIG PICTURE : Leaving home for a daycare, pre-school or school program can be scary for children. There are things you can do to make it easier.

Ideas that help

- Make a list with your child of things that will be needed. Find those things together.
- Decide on favorite lunches to pack if one is not provided or your child has special needs.
- Walk or drive your child to school before school begins. Talk about what mornings will be like when school starts. Talk about what it will be like after school.
- Take your child into the school or daycare a week before he or she starts there. Find your child's room, the water fountain, the play area, etc.

Home Card 28

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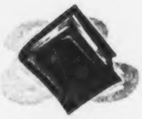
Home Card 28

Books to share



Suki worries in Will you Come Back for Me? by Ann Tompert (1988) that her mother will not pick her up on her first day in daycare. Use this story to let your child know that you will always get him or her.

In Timothy Goes to School by Rosemary Wells (Dial Books for Young Readers, 1981), Timothy learns about making friends during his first week at school. Talk with your child about various ways to make friends.

In What Will Mommy Do When I'm at School? a girl wonders about whether her mother will be lonely - or have too good a time without her while she is in school. Talk with your child about what you will do while he or she is in school and what you will still do together.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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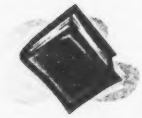

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29 SECURITY OBJECTS

THE BIG PICTURE: Security objects are substitutes for the people the children love. These objects fill the need for security and help the child to care for himself/herself. Security objects can calm moments of grumpiness, uncertainty and loneliness. They are objects associated with comfort and the parents' presence. Some of these items are: a blanket, pillow, stuffed animal, pacifier, or a favorite book.

What's This About?

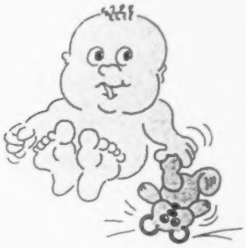
Rituals, schedules and familiar objects give children security. Going off to child care without this security can feel scary for the young child.

Things to Do

Because children can become upset if they do not have these objects:

1. Talk with the parent when the child begins your program. If the child is afraid about starting something new, suggest that the parent send something with the child such as a snapshot of the family, or a dab of the parent's perfume or cologne. A note to the child from the parent which says, "I love you, John!" with a smiling face can remind them of their parents and at the same time give them a good sentence to hear and see.
2. Have a location where the children know their special object is safe.

- Children need a place to keep personal belongings (cubby, etc.).



- The children may have a special place to use the security item. For example, a special chair where the children can sit with the item for a short time if they are sad. Special places can be:
    - a tent made by placing a blanket over a table or
    - a cardboard box children can crawl into with pillows for relaxing.
- If the special object is missing, a doll or teddy bear might help the child focus on another object as he/she shares his/her feelings.
- Warm water in a water table can be very soothing.

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- Read the children the story The Kissing Hand by Audrey Penn (Child Welfare League of America, 1993). Suggest that the children ask their parent to kiss their hand when they drop them off at child care so that the children can put the kiss on their cheeks whenever they miss their parent(s).
- Have a schedule that is consistent so that the children feel secure.
- It is important with young children that adults are consistent. Children sense the moods of their caregivers. If they are treated in a different way each day, depending on the mood of the adult, the children feel insecure and often act out.

THE LINK TO PEACE: Anticipating the security needs of the children will make the teacher's job less stressful and assure the children that they can do things to help themselves feel calmer and less anxious.

29

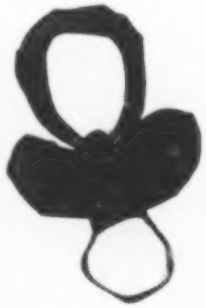
SECURITY OBJECTS

THE BIG PICTURE: Years ago families had grandparents and other relatives who lived with them. Security objects are substitutes for these people who were extensions of our love. These objects fill the need for security and help the child to care for him/herself. They can calm moments of grumpiness. They are objects associated with comfort and the parents' presence.

What's This About?

- Rituals, schedules and familiar objects give children security. Children often have a favorite blanket or stuffed animal that gives them comfort at bed time or when they are upset.
- The parent and child can choose an item together if the child has not become attached to one but appears to need a little extra security.

Home Card 29



29

SECURITY OBJECTS

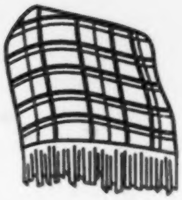
THE BIG PICTURE: Years ago families had grandparents and other relatives who lived with them. Security objects are substitutes for these people who were extensions of our love. These objects fill the need for security and help the child to care for him/herself. They can calm moments of grumpiness. They are objects associated with comfort and the parents' presence.

What's This About?

- Rituals, schedules and familiar objects give children security. Children often have a favorite blanket or stuffed animal that gives them comfort at bed time or when they are upset.
- The parent and child can choose an item together if the child has not become attached to one but appears to need a little extra security.

Home Card 29

Things to Do



Because children can become upset if they do not have these objects

- Have two identical objects in case one is lost or forgotten, or needs to be washed.
- If your child has become attached to a blanket, you can cut it in half so that you can wash it or have a spare.

- Your child may have a special place to use the security item, such as a special chair where the "blankie" is kept.
- If the special object is missing, a doll or teddy bear might help your child focus on another object as he/she shares his/her feelings.

Older Pre-Schoolers

A child going to pre-school, child care, etc. may want to wear a small locket with Mom and/or Dad's picture in it, carry a family photo, or have a piece of his/her blankie pinned inside a pocket.

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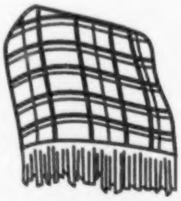
Things to Do



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30A SELF-ESTEEM-BEING CAPABLE

THE BIG PICTURE: There are many things that preschool children can do and many that they can't do or haven't the courage to try doing. Give praise to children for their accomplishments and provide many opportunities for achievement to support the child's discovery of self as a maker, doer and builder.

Being Capable

- Never embarrass a child.
- Provide opportunities for the children to try new things.
- Have each child act out a sport, hobby, or book he or she likes.
- Let the children know you believe in each of them!
- Help the children identify their strengths and build on them.
- Share I Can! Can You? by Carol Adorjan (Albert Whitman & Company, 1990).
    - On a chart make a list of all the things the children can do. On a second chart list the things that the children would like to be able to do.
    - Review the chart periodically with the children.
- Say to a child, "You did a super job solving this problem."
- Praise each child aloud so the children all know positive things about one another.
- Give choices to help the children make decisions. "Do you want jello or pudding?" or "Do you want to paint now or play in the kitchen area?"
- Let children help to make decisions about the classroom. (Be ready to give up some of your ideas!)
- Children can help decide what helpers are needed for the room. Make a job chart based on ideas from the children.
- Have a display that shows one special thing about each child in the class.
- Let students teach each other a special game or skill.
- Have a weekly superstar to whom a class book is awarded. Each child draws a picture or dictates a sentence about the child who is the

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"superstar" for the week and what makes that child special. Make sure each child gets a turn to be superstar. You might go in alphabetical order.

Rhymes, Songs, and Fingerplays

All by Myself (suit actions to words)
There are many things that I can do, all by myself.
I can comb my hair and lace my shoe, all by myself.
I can wash my hands and wash my face, all by myself.
I can put my toys and blocks in place, all by myself.

Me (point as each body part is named)
I have five fingers on each hand.
Ten toes on both feet,
Two ears, two eyes, one nose, one mouth with which to gently speak.
My hands can clap, My feet can tap.
My eyes can brightly shine.
My ears can hear,
My nose can smell,
My mouth can make a rhyme.

I can stand away up tall.
(Stand on tiptoes)
then make myself very, very small!
(Crouchdown)
I can be quiet as quiet can be,
(Finger in front of lips)
But here I am, just being ME!
(Jumpup, extendingarms)

Pretending
I like to pretend that I am a rose
(cuphands)
That grows and grows and grows
and grows. (Open hands gradually)

My hands are a rosebud closed up
tight; (close hands)
With not a tiny speck of light.
Then slowly the petals open for me,
(Let hands come apart gradually)
And here is a full-blown rose,
you see!

Things I Can Do
I can do a trick like a funny clown.
(somersault or hop)
I can be stiff like a robot when I
walk around. (stiff arms and legs)
I can jump and wave pom poms like
cheerleaders do,
(jump, extend arms)
And I can skip rope when I play
with you. (skip rope)

I Can Do Lots of Things
(Say this slowly so the children have time to do the actions.)
I can be an airplane
flying in the air.
I can have four feet
and walk just like a bear.
I can be a monkey
climbing up a tree.
I can be a buzzing
yellow bumblebee.
I can be a pony galloping around.
I can be a little mole
hiding in the ground.

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I can be a frog
puffing out his chest.
I can be a bird sitting on a nest.
I can be a porcupine
with needles on my back.
I can be a yellow duck:
quack, quack, quack.
I can be a fish swimming in the sea.
I can be just anything
that I want to be!

If You Can

If you can stand on the tip of your
toes, I will give you a red, red rose.
If you can stand away back on your
heels,
I will give you two orange peels.
If you can bend down and touch the
floor,
I will give you three apple cores.
If you can twist
to the left and the right,
I will give you four candy bites.
If you can touch
your hands to the sky,
I will give you five pieces of pie.
I wish that this game
were not pretend,
And I'm sorry that it has to end.

I Can Raise My Right Hand

I can raise my right hand.
I can raise it high.
I can wave my right hand
At an airplane in the sky.

Read **Cornelius** by Leo Lionni (Pantheon, 1983).
Cornelius, a crocodile, feels left out when other crocodiles do not appreciate his special talents.

- Discuss with the children that they aren't important for what they do but for who they are.

Sometimes, because they are little, children feel unimportant. As you share **Big and Little** by Ruth Krauss (Scholastic, Inc., 1987) take time to talk about all the little things there are in our big world and how little things make up big things. Look for examples around the room such as bricks and boards being used to construct a building, single grains of dirt making a garden, leaves and stems producing a plant, parts of the body, etc.

Every child has something to contribute. Ask the children which bug they think would be the most important one in a play: the ladybug, the toad, the Queen of butterflies or the bumble bee. Ask which role each child would most like. Read **The Best Bug to Be** by Dolores Johnson (Macmillan Publishing Company, 1992). In the discussion help the children to see that the most important thing is to give their best to whatever they do.

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In I Like Me by Nancy Carlson (Viking Kestrel, 1988), the young hippo is her own best friend. Ask the children

- What are some of the things that the hippo does that help her feel good about herself?
- What does she do about mistakes?

Read The Mixed-up Chameleon by Eric Carle (HarperCollins Publishers, Inc., 1984.) Talk about how the chameleon felt and ask the children to tell you what or who they would like to be - and why. Or have the children take turns acting out what they would like to be and have the other children guess what they are. Point out that, in the end, the chameleon wished only to be himself. He was hungry and able to get the food he needed.

Children can learn that they are capable of making choices as they read and share their answers to Would You Rather by John Burningham (Thomas Y. Crowell, 1978). Ask children why they are making the choices they do. Older children can make up some of their own "would you rather" questions for the rest of the group.

THE LINK TO PEACE: As children recognize all they are capable of, they will realize that they are able to make the classroom or daycare a more peaceful place.

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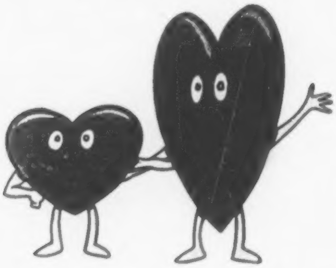
30B SELF-ESTEEM - BEING LOVED

THE BIG PICTURE: Each child needs to feel good about him/herself. Self-esteem comes from being loved, being able to do things well and being responsible.

Things to do



- Treat the child with respect.
  Say to the child, " I love having you in my class."
- Catch the child being good!
- Love the children for who they are and not for what they do!
- Listen to the children. Be interested in what each says and feels.

- During circle time start with one child and have each child say something good about that child. Continue around the circle so that all the children hear something good about themselves.
- If a child seems to get sick just to get attention say, "I am sorry you do not feel well. Remember,you do not have to get sick to have a hug. You can ask for a hug whenever you want one."

All About Me

- Share All I Am by Eileen Roe (Bradbury Press, 1990).
    - Have the children make an "I Am" book. Each day for a week give each child a piece of paper on which the words "I Am" are printed. Have the children draw themselves doing something different each day.
    - At the end of the week staple the pages together. Have each child "read" his or her "I Am" book to the group.
- Go around the circle and have each child say something good about himself or herself. Remind the children that they can sometimes miss the special things about one another. Read The Ugly Duckling as adapted by Susan Hellard (G.P. Putnam's Sons, 1987). Have the children guess before opening the flaps.

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- Read **Chrysanthemum** to the class. Have the children find out how they got their names. Share these stories in circle, beginning with your own name.
- After reading **I Like Me** by Nancy Carlson, (Viking Kestrel, 1988) have each child make a book of favorite things using pictures from old magazines.
- Have an "All About Me" area and let each child have a turn bringing in pictures and favorite things.
- Allow each child to share his/her favorite color, food, etc.
- Read **Quick as a Cricket** by Audrey Wood (Child's Play [International] Ltd, 1982). Encourage the children to act out the characteristics of the various animals. They could act out those illustrated in the book or make up their own.
- Come to school dressed very differently one day or with make-up or hairdo that is very different. When the children remark, explain to them that you are the same person. It's not how you look that is important. Read **Dandelion** by Don Freeman (the Viking Press, 1964) and discuss it with the children.
- Have a "Dandelion Day". Encourage the parents to allow the children to dress differently than normal: those that are very neat wear something sloppy; the more casual students come dressed up, etc.. Have fun on that day talking about what's important: not how we look or what we wear but who we are.
- Children can be led to see that differences aren't bad or good. Read **The Biggest Nose** by Kathy Caple (Houghton Mifflin Company, 1985). Ask:
    - Why did Eleanor dislike her nose?
    - When she got her nose unknotted how did she feel about it?
    - What do you think the other animals learned from Eleanor?

Share **Amazing Grace** by Mary Hoffman (Dial Books for Young Readers, 1991). Encourage the children to tell about the things that they would like to do now and when they are grown up. Have the children draw or find pictures in magazines depicting the dreams they have for themselves. Make a bulletin board display or book using the pictures. Encourage the children to follow their dreams.

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Fingerplays, Rhymes and Songs

My Looking Glass

I looked inside my looking glass
To see what I could see.
I guess I must be happy today,
That smiling face is me!

Mirror Image

Look at my face.
What do you see?
Do you know anyone
Who looks just like me?

Being Me

I can stand way up tall
(stand on tiptoes)
Then make myself very, very small. (crouch down)
I can be quiet as quiet can be.
(finger in front of lips)
But here I am, just being ME!
(jump up, extending arms)

All of Me

(Touch each part)
See my eyes.
See my nose.
See my chin.
See my toes.
See my waist.
See my knee.
Now you have seen all of me!
(raise arms)

Special Friends

I am special, so are you.
Did you know it?
Yes, it's true.
We're both as special as we can be.
Cause I like you and you like me.

I Am Special

(Tune: Frere Jacques)
I am special! I am special!
If you look, you will see,
Someone very special,
Someone very special.
Yes, it's Me! Yes, it's Me!

You are special! I am special!
If you look, you will see,
Someone very special,
Someone very special.
You and me! You and me!

I'm Very Special

(Sung to "London Bridges")
I'm very special, yes I am
Yes I am, yes I am.
I'm very special, yes I am
I'm very special.

No one else has a face like mine,
Face like mine, face like mine.
No one else has a face like mine.
I'm very special.
(Use hair, eyes, nose, mouth, etc.

THE LINK TO PEACE: Children who feel good about who they are and can see the good in others find it easier to cooperate and working together peacefully.

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30C SELF-ESTEEM-BEING RESPONSIBLE

THE BIG PICTURE: Each child needs to feel good about himself or herself. Self-esteem comes from being loved, being able to do things well and being responsible.

Being Responsible

- Give children age-appropriate responsibility for things so they can feel good about succeeding.
- Involve the children in snack preparation and clean-up.
- Have a chart for the children. Let them put a sticker on when they do their job or when they do well with a behavior they are working to improve.
- Help the children learn to say thank you when they are complimented. This helps them believe they are good or talented.

Rhymes

I Can Help

I have two hands to work with. (Hold your hand in front - palms up)
See what they can do.
Brush my hair, (Run hand over hair)
Brush my teeth, (Pretend to brush teeth)
And even tie my shoes. (Bend down as though tying shoes.)
I can help my mommy make the bed (Smooth bed)
and sweep the floor. (Sweep floor)
I can carry groceries when we go to the store. (Hold groceries)
And when we get our work done, (wipe brow - say Whew!)
We have a little treat.
Cookies and a glass of milk,
Are very good to eat. (Rub tummy like "yum-yum")

Books to Share

Read A Color of His Own by Leo Lionni (Scholastic, 1975).
A chameleon really wants a color of his own. He learns that being able to change colors has advantages.

- Ask "What was the chameleon able to do that you can't?
- Encourage the children to look at their own abilities. (Responsibility is the ability to respond to our own capabilities.)

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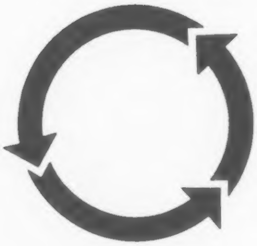
- Talk with the children about the advantages that come with having everyone different.
    - What if everyone were tall?
    - What are tall children able to do that short people can't?
    - What if everyone were short?
    - What are short people able to do that tall people can't?
    - Stress that each child is different and is able to do different things well. What makes the class special is when each one does what he or she is capable of doing.
- Ask children to draw a class picture showing how each one helps the group because each uses different abilities to make the group good.



THE LINK TO PEACE: Children who recognize their abilities and use them in responsible ways are likely to have the confidence to do problem solving when things are not going well.

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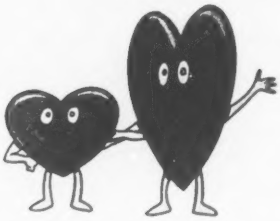
SELF-ESTEEM

THE BIG PICTURE: Self-esteem comes from being loved, being capable and being responsible.



Being Loved

- Say to your child, "I am so happy you are my son/daughter."
- Treat your child with respect.
- Catch your child being good!
- Love your child for who he is, not what he does!
- Encourage your child to follow her dreams. Be careful not to expect her to fulfill your dreams.
- Listen to your child. Be interested in what he/she says and feels.
- If your child seems to get sick to get attention, say, "I'm sorry you don't feel good. You don't have to be sick to have a hug. Just ask for one."

Home Card 30

30

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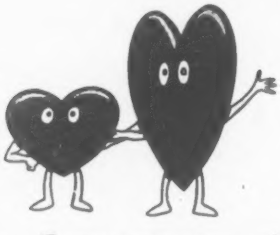

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Home Card 30

Being Able To Do Things

- Never embarrass your child.
- Give choices to help him/her make decisions. For example: "Do you want jello or pudding?" or "Do you want to wear this green outfit or the jeans outfit?"
- Let your child know you believe in him/her!
- Say, "You did a super job solving that problem."
- Help your child to name his/her strengths and to build on them.

Being Responsible

- Give your child responsibility for things so he/she can feel good about succeeding. For example, a clock will enable your child to get up on time.
- Have a chart for your child. Let her put a sticker on it when she does her job...set the table, pick up her toys or whatever you and she decide.
- Help your child learn to say thank you when he is complimented. This helps him believe he is good or talented.

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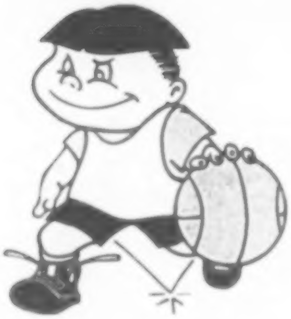
31 SHARING

THE BIG PICTURE: Sharing is a difficult skill for children to learn.

Things to Do

- Encourage sharing and praise a sharing gesture but remember that sometimes it is all right not to share.
- Play sharing games with the children.
- Do not force a child to share.
- Talk to the child who won't share about how he or she feels when other children don't share their toys.



- If children bring toys to school, limit these to ones they are willing to share.
- When a child chooses not to share a special toy see if he/she can find something he/she is willing to share.
- When children fight over a toy try to redirect their attention. "Oh, no! I just remembered that we didn't feed the fish yet. Who'd like to help me?"
- Sometimes it's best to give both children choices. "I'll hold the toy until we find something that both of you can play with or you can take turns playing with this one."
- Set time limits: "Tamika can play with the toy for 5 minutes, then Sara for 5 minutes."
- Be a good role model. "I brought some stickers to share today. We can all have some."
- Have limited materials for one day so that the children practice sharing them.

Use music such as the tape Share It! by Rosenshontz (Lightyear Entertainment L.P., 1992).

Have hoola hoops on the floor. Play active music such as *Old Joe Clark* (RMI) or *Happy Feet* (RMI). When the music stops, all find a "house" (hoola hoop).

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Remove a hoop each time you begin to play the music again so that children share their houses.

Sharing (Tune: "Here We Go "Round the Mulberry Bush")
This is the way we share our toys, share our toys, share our toys.
This is the way we share our toys with all our friends at school.
This is the way we share our books, etc.
This is the way we share our treats, etc.
(Ask the children to suggest other things they can share. Add them to the song.)

Discuss Books about Sharing

Read Group Soup by Barbara Brenner (Viking, 1992). Ask what made the soup so good. (Everyone gave something of their own to it.) Follow this by making group soup using one ingredient from each child.

Share **A Cake All for Me** by Karen Magnuson Beil (Holiday House, 1998). The children will love joining you in saying the rhymes.

Show young children the cover of **My Sharing Book** by Jane Geilbard and Besty Bober Polivy (1989).

- Ask the children what they think this book will be about. Ask questions such as, "What are these girls doing? How do you like to be treated by friends or classmates? What can you do to show others you care about them when you are playing together?"

Read **It's Mine** by Leo Lionni (Alfred A. Knopf, Inc., 1986) or **This is Our House** by Michael Rosen (Candlewick Press, 1996) or **That Toad is Mine** by Barbara Shook Hazen (Harper Festival, 1998).

- Use puppets to act out a scene from the book. Have the children actors tell how they felt.
- Switch actors and do another skit about sharing, again having each actor tell about his/her feelings.

Read The Popcorn Dragon by Jane Thayer (Morrow Junior Books, 1989). Ask

- Why was the dragon sad?
- What did he learn he could do?
- Why didn't the other animals want to be with him?
- How did that change?

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- What are some things you can share with other children?

For younger children (2-3) share **Tom and Pippo Make a Friend** by Helen Oxenbury (Aladdin Books, 1989). Ask

- What did Tom want? (to play with the bucket)
- What didn't he want? (the girl to play with Pippo)
- How did he solve the problem? Did sharing work for all of them?

Younger children will also enjoy the wordless **He's My Jumbo!** by Claude K. Dubois (Viking Kestrel, 1989).

  - Ask the children to choose names for the characters and act out the story using favorite toys of their own.
  - Have a sharing day when each child shares a special story, stunt or favorite toy with others.

Share **Little Bunny's Cool Tool Set** by Maribeth Boelts (A. Whitman, 1997) or **Snug Bug's Play Day** by Cathy East Dubowski and Mark Dubowski (Grosset & Dunlap, 1997).

- After reading the book, talk about ways the class shares.
- During free play, observe the children who share. Put a sticker on a class "share chart".
- Tell the child who shared what you saw him/her doing.

Read **I Can Share** by Karen Erickson and Maureen Roffey (Scholastic, 1985) and/or **Sharing Time Troubles** by Grace Maccarone (Scholastic, 1997).
Have a *Share Day*. Ask the children to bring something from home that they are willing to share with the class for a day.

- Talk with the children about what you brought to share, why it is special to you and how you would like it to be treated.
- Ask each child to show the item and tell why it's special to her.
- Ask the children if they, too, want their item treated carefully and ask the children to agree to treat one another's item with care.

Read **It's Your Turn, Roger** by Susanna Gretz (Young Readers, 1985) as a way of sharing classroom duties.

- Create a helping hands chart to rotate classroom chores.

After reading **Everybody Takes Turns** by Dorothy Corey (Albert Whitman & Company, 1980), talk about how hard it is to wait your turn.

- Take turns throwing balls into a bucket and counting the balls that made it.
- Take turns writing the number on the board beside each name.

THE LINK TO PEACE: Conflicts often take place because two people want the same thing. Learning to share reduces conflict and increases cooperation.

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31 SHARING

THE BIG PICTURE: Sharing is a difficult skill for children to learn.

Things to Do

- Encourage sharing and praise a sharing gesture but remember that sometimes it is all right not to share.
- Many children find "taking turns" easier to do than "sharing".
- Do not force your child to share.
- Play sharing games with your child.
- Each child should have a private place where he can keep things that he does not want to share.
- Before a friend comes to play, help your child decide which toys she is willing to share and which ones she wants to put away.

Home Card 31

31 SHARING

THE BIG PICTURE: Sharing is a difficult skill for children to learn.

Things to Do

- Encourage sharing and praise a sharing gesture but remember that sometimes it is all right not to share.
- Many children find "taking turns" easier to do than "sharing".
- Do not force your child to share.
- Play sharing games with your child.
- Each child should have a private place where he can keep things that he does not want to share.
- Before a friend comes to play, help your child decide which toys she is willing to share and which ones she wants to put away.

Home Card 31

- When your child won't share, talk about how she feels when other children don't share their toys.

- When your child chooses not to share a special toy, ask if he can find something he is willing to share.
- When children fight over a toy, redirect their attention. "Oh, no! I just remembered that we didn't feed the fish yet. Who'd like to help me?"
- Sometimes it's best to give both children choices. "I'll hold the toy until we find something that both of you can play with or you can take turns playing with this one."
- Set time limits: "Tamika can play with the toy for 5 minutes, then Sara for 5 minutes." Using a kitchen timer may help.
- If your child is allowed to bring toys to school, it might be good to limit these to ones he/she is willing to share.

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- When your child chooses not to share a special toy, ask if he can find something he is willing to share.
- When children fight over a toy, redirect their attention. "Oh, no! I just remembered that we didn't feed the fish yet. Who'd like to help me?"
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- Set time limits: "Tamika can play with the toy for 5 minutes, then Sara for 5 minutes." Using a kitchen timer may help.
- If your child is allowed to bring toys to school, it might be good to limit these to ones he/she is willing to share.

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32 SIBLINGS

THE BIG PICTURE: Relationships between brothers and sisters can be fun and supportive but can sometime cause conflict in a family. As children understand that their experiences are normal they feel better about themselves and about their brothers and sisters.

Little Brothers and Sisters Imitate Older Children

Sometimes older children are bothered by the way the younger child imitates them. The following is a fun rhyme. Encourage your children to teach their younger siblings.

Fingerplays

Monkey See, Monkey do
When you clap, clap, clap your hands (clap hands)
The monkey claps, claps, claps his hands. (clap hands)
Monkey see (shade eyes with your hands)
Monkey do (shade eyes with hands)
Monkey does the same as you. (point to child)

Repeat verses with "Stamp, stamp, stamp your feet..."
"Jump, jump, jump up high..."
"Make, make, make a funny face..."
The children will enjoy creating additional verses.

Matching (Children do this in pairs)
Match the fingers on your hands.
One to one as up they stand.
Match your two thumbs small and fat.
Match two pointers just like that.
Match two ring ones. That's not all.
Match two fingers very small.
Match two feet with socks and shoes.
Match everything that goes by two's.

Ask "What else can we match? (two shoulders, arms, legs, ears, sleeves, etc.)

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Sharing books

Use puppets to act out the stories.

Baby Says by John Steptoe, (Lothrop, Lee and Shephard, 1988) is a wonderful book to help children understand their little brother's and sister's desires for their attention.

Ask the children how many sisters or brothers they have. Invite them to tell why it is better to be the oldest in the family or the youngest. Share Do Like Kyla by Angela Johnson (Orchard Books, 1990).

After sharing **Brothers and Sisters** by Ellen B. Senisi (Cartwheel Books, 1993) encourage the children to talk about their siblings telling things such as what they like or don't like about them and the fun times they have together.

Ask what things the children can do to help their brothers and sisters. What are some things they do for you or with you? Read Sara Loves Her Big Brother by Ruth Hooker (Albert Whitman & Company, 1987).

- As you read, show the pictures and invite the children to tell how they think the big brother is feeling.
- Help the children to name both the good and the annoying things about being a big or little brother or sister. End by emphasizing how helpful the big brother in the story was and how helpful they can be.

Read A Rose, a Bridge, and a Wild Black Horse by Charlotte Zolotow (Harper & Row, Publishers, 1987).

- Talk about some of the things the older brother did. Ask the children what kind things their older brothers or sisters do for them. If they are the oldest, ask what they do for the younger ones.

Share One of Three by Angela Johnson (Orchard Book, 1991).

- Have the children draw pictures, make finger puppets or books that show some of the things they enjoy doing with their siblings

Role play situations between brothers and sisters (sharing, jealousy, having fun, helping, etc.).

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33 SICKNESS, DOCTOR VISITS AND TESTS

THE BIG PICTURE: Children often have to deal with sickness in their lives and in the lives of friends and families. The way adults teach and talk about sickness can help a child to be less fearful.

When the Child is Sick

- Listen to what the child is feeling.
- Explain why you are doing what you are doing. "I need to be able to tell your mom how warm your body is."
- Help the child name what hurts. Use words that let them know you understand. "Your throat feels all scratchy?"

Rhymes, Songs, and Fingerplays

I Am Sick (to the tune of "Frere Jacques")
I am sick. I am sick.
Feel so yucky. Feel so yucky.
Can't play with my friends. Can't play with my friends.
Until I'm well. Until I'm well.

Five Little Monkeys
Five little monkeys, jumping on the bed.
(Five fingers from one hand jump on the other palm.)
One fell off and broke his head. (Pretend to knock on head with fist.)
Momma called the doctor
(spread thumb and small finger and hold to head like a phone)
And the doctor said, "That's what you get for jumping on the bed."
(Shake finger in disapproval.)
Repeat, eliminating a monkey each time. When the last monkey falls off the bed the last line is
And the doctor said, "No more monkeys jumping on the bed."

Ms. Polly (suit actions to words)
Ms. Polly had a dolly, who was sick, sick, sick.
So she called for the doctor to come quick, quick, quick.
The doctor came with his bag and his hat,
And he knocked on the door with a rat-tat-tat.
He looked at the dolly and he shook his head.

"Ms Polly, put that dolly straight to bed."
He wrote on the paper for a pill, pill, pill.
"I'll be back in the morning with my bill, bill, bill."

Lady with the Alligator Purse

Ms. Lucy had a baby, his name was Tiny Tim.
She put him in the bathtub to see if he could swim.
He drank up all the water. He ate up all the soap.
He tried to eat the bathtub but it wouldn't go down his throat.

Ms. Lucy called the doctor, Ms. Lucy called the nurse,
Ms Lucy called the lady with the alligator purse.

In came the doctor, In came the nurse,
In came the lady with the alligator purse.

"Mumps!" cried the doctor, "Measles!" cried the nurse.
"Nonsense!" said the lady with the alligator purse.

"Penicillin," said the doctor, "Castor oil," said the nurse,
"Pizza!" said the lady with the alligator purse.

Out went the doctor, Out went the nurse,
Out went the lady with the alligator purse.

- Children will enjoy dressing up as the doctor, the nurse Ms. Lucy and the lady with the alligator purse.
- Have the children make props to use with the rhymes.
- Talk to the child about what happens when they go to the doctor.
- Play doctor with the children. "Let's check your doll's throat and see how she/he'sdoing."

This is the Way We... (tune: Mulberry Bush - actions as words suggest)
This is the way we wash our hands, etc.
This is the way we comb our hair, etc.
This is the way we brush our teeth, etc.
This is the way we shine our shoes, etc.
This is the way we go to school, etc.

Using Books

Talk about experiences children have had when going to the doctor or dentist. Allow the children to express both good and bad feelings and experiences. Talk about why we go to the doctor or dentist and how they help us. Read one of the following books:

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Going to the Doctor by Kate Petty and Lisa Kopper (Franklin Watts, 1987); **My Doctor** by Harlow Rockwell (Macmillan Publishing Co., Inc.) or **A Trip to the Doctor** by Margot Linn (Harper & Row, Publishers - Ages 2-5). Toddlers might use **Babies Love a Checkup** by Harold Roth (Grosset & Dunblap, 1986) or **Corduroy Goes to the Doctor** by Don Freeman (Viking Kestrel, 1987).

- Have the children act out going to the doctor - making the appointment, sitting in the waiting room, the exam, etc.
- Have older children make their own doctor or nurse kits. Use a shoe box for the kit. Make items such as a stethoscope (one compartment from an egg carton attached to yarn), an octoscope (empty spool glued to a popsicle stick). a mirror (circle covered with aluminum foil attached to paper headband). a thermometer (half a drinking straw), etc.

Read **The Berenstain Bears Visit the Dentist** by Stan & Jan Berenstain (RandomHouse, 1981) and have the children talk about all of the things they see in the pictures. Talk about brushing teeth. Children could also act out all the things that happen when going to a dentist.

Have the children tell about going to the emergencyroom with a cut, broken bone or fever. Read **Madeline** by Ludwig Bemelmans Penguin, 1977).

- Have the children act out the story in two straight lines.
- Ask why the children all wanted to have their appendix out.

In **Barney is Best** by Nancy White Carlstrom (1994), a young boy has to go to the hospital to have his tonsils removed. Deciding which stuffed animal to take with him to the hospital helps him to feel better about the trip.

Ask the children if they have ever been in the hospital. Did they take a favorite toy with them?

Younger children may be less afraid of hospitals after reading **Spot Visits the Hospital** by Eric Hill (G.P. Putnam's Sons) or **One Bear in the Hospital** by Caroline Bucknall (Dial Books for Young Readers, 1990).

- Talk about what children can do for someonewho's in the hospital to make their stay go faster.

Ask, "Is anyone sick today? Is anyone missing from our group? Why do you think they aren't here today?" Read **Who's Sick Today?** by Lynne Cherry (1988, E.P.Dutton) or **Miss Tizzy** by Libba Moore Gray (Simon & Schuster, 1993). Make cards or pictures for a family member or classmate who is ill.

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In both Arthur's Chicken Pox, by Marc Toln Brown (Little Brown, 1998) and I Wish I was Sick, Too! by Franz Brandenberg (Greenwillow, 1976) one sibling is jealous of the special attention her brother gets while he is sick until she becomes ill.

- Ask what's good about being sick and what's good about being well.
- Have the children tell their own "being sick" story.
- If you have a doctor's kit, allow the children to use it as they tell their stories.

The children will love the counting book, One Cow Coughs by Christine Loomis (Ticknor & Fields Books for Young Readers, 1994). Ask what the animals did to help their sickness, aches and pains. Have the children talk about some of the things that help them when they are sick or hurt.

Ask the children if any of them ever had a tummy ache. Read The Glerp by David McPhail (Silver Press, 1995). Ask what The Glerp's tummy ache felt like. Ask the children to use their imagination and tell you what there tummy ache felt like.

Tell the children that they will have to be really good doctors and nurses to figure out what is wrong with Boris. Share the story and pictures of Boris's Big Ache by Susie Jenkin-Pearce (Dial Books for Young Readers, 1988). When the children discover the source of Boris' pain, ask them how many could feel when a new tooth was coming in or how many have little brothers and sisters who get fussy when they are cutting teeth.

THE LINK TO PEACE: The fear, worry and anxiety some children experience over sickness and doctor visits can be eased with information and humor.

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SICKNESS, DOCTOR VISITS AND TESTS

THE BIG PICTURE: How adults deal with a children's sickness can keep them from being afraid of it.

When your child is sick

- Listen to what your child is feeling.
- Help your child name what hurts. Use words that let them know you understand. "Your throat feels all scratchy?"

- Explain why you are doing what you are doing. "Mommy needs to be able to tell the doctor how hot your body is." "This bath will make you feel more cool and comfortable."
- Play doctor with your child. "Let's check your doll's throat and see how she/he's doing." "Let's see how your throat looks?"
- Do not lie when you need to do something that might hurt.

Home Card 33A

SICKNESS, DOCTOR VISITS AND TESTS

THE BIG PICTURE: How adults deal with a children's sickness can keep them from being afraid of it.

When your child is sick

- Listen to what your child is feeling.
- Help your child name what hurts. Use words that let them know you understand. "Your throat feels all scratchy?"

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- Do not lie when you need to do something that might hurt.

Home Card 33A

BEST COPY AVAILABLE

Medicine

- Give the medicine a fun name. "Time for your Cool Dude drops" or "Tummy Drop Time."
- Make the dropper into an airplane coming in for a landing.
- If the medicine is distasteful, rub an ice cube on your child's tongue first. "Let's freeze out the yuckies."

Doctor Appointments

- Pay a visit to the doctor's office before your child needs to go.
- Talk to your child about what will happen at the doctor's office.

Hospitals

- If your child is going to the hospital let your child choose a special doll or stuffed animal to take.

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33 SICKNESS IN THE FAMILY

THE BIG PICTURE: Young children can cope better with the illnesses of those they love when adults help them understand what is happening.

When a family member is in the hospital or very sick...

- Be aware that your child is always listening even when he or she seems to be playing, watching TV or resting.
- Be sensitive to your child's fears.
- Assure your child that a hospital is a good place to be when you are not feeling well and that the doctors and nurses will help.
- Do not make promises that are untrue. Do not say, "Mommy will be just fine" if that is not the case. "Grandpa is feeling pretty sick but the doctors are trying to help him get better" is more honest.

Home Card 33B

33 SICKNESS IN THE FAMILY

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Home Card 33B

Help your child connect

- "I know you miss your brother. I'm going to leave this picture of him hugging you right here so you can see him every day until he's back home."
- Choose a simple gift your child can send to the hospitalized person. "When Grandma hugs this Teddy bear she'll be hugging you."

Activities

- Children can make cards or pictures for the sick person or shut in.
- Children can make a game or puzzle for their loved one.

Kisses from Rosa by Petra Mathers (1995) addresses a serious illness of a parent. Rosa goes to stay with her aunt and cousin on their farm while her mother is treated for a serious illness.
Mommies Don't Get Sick by Marylin Hafner (1997) is a lighter look at a parent's illness.

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34 STEALING

THE BIG PICTURE: Children realize that some things are theirs and some things belong to other children or adults. They do not always remember that they need to ask to use or take something that is not theirs. Around the age of five or six they may remember, but sometimes they still follow their impulses and take what does not belong to them. We must help them learn to respect other peoples' toys and clothing.

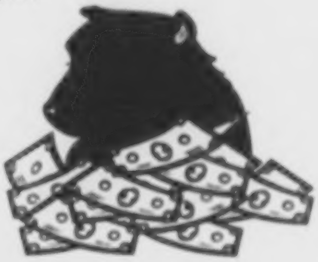
When the Child Wants Another Child's Toy...

- Teach the child how to borrow and return things.
- Review the rules..."We do not take things that do not belong to us."
- Help the children learn to ask themselves questions when they want a toy. "Who does this toy belong to? Can I play with it?"
- Remind them that the toy belongs to another child.
- Let the children know you understand their feelings. Say, " I know you want that truck but it is Sean's. Ask Sean if you can play with it."
- If children take another child's toy talk to them about it, be sure they return it, but do not force them to apologize.

TOYLAND
SPECIALS

- If children bring their own toys to school, be sure there is a safe place for them to be kept.
- Some children may not have a choice of toys at home. Consider lending toys from the classroom that can be taken home for a night.

Money



- Do not "tempt" the child. It is better not to leave money around.
- Know how much money is in your purse/wallet. That way you can nip a stealing problem in the early stages.

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Think about it

- Be careful not to call the child a thief.
- Try to discover why children are stealing. Are they jealous of a new baby? Are they trying to prove to others that they have things? Are they looking for your attention?

Share a Book

Read The Gold Coin by Alma Flor Ada (Atheneum, 1991).
Juan is a thief. He spies a woman with a gold coin telling herself she must be the richest person in the world, and he plans to rob her. Every place Juan goes he discovers that the woman has just helped someone in need and is on her way to help someone else.

- Ask the children what is important to Juan. Ask them what is important to the woman who has the gold.
- Make a "My Gold" book. Have the children draw pictures of the things they have that make them rich. If they are stuck suggest such things as their smile, their helping hands, their laugh, etc.
- Have them "read" their "book" to each other.

THE LINK TO PEACE: Children need to feel good about who they are instead of being happy only with what they have. The classroom is a more peaceful place when children know that their things are safe.

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34A STEALING

THE BIG PICTURE: Children realize that some things are theirs and some things belong to others. They do not always rememberthat they need to ask to use or take something that is not theirs. Around five or six they may remember but sometimes they still follow their impulses and take what does not belong to them. We must help them learn to respect other peoples' toys and clothing.

Things to Do

- Model honesty to your child. Do not take things that do not belong to you, for example pens, pencils or envelopes from work.
- Be a good example for your child. Return property you find. If you get extra change at the store, return it.
- Teach your child how to borrow and return things.

Home Card 34A

34A STEALING

THE BIG PICTURE: Children realize that some things are theirs and some things belong to others. They do not always remember that they need to ask to use or take something that is not theirs. Around five or six they may remember but sometimes they still follow their impulses and take what does not belong to them. We must help them learn to respect other peoples' toys and clothing.

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- Teach your child how to borrow and return things.

Home Card 34A

When your child wants another child's toy

- Review the rules..."We do not take things that do not belong to us."
- Help your child learn to ask herself questions when she wants a toy. "Who does this toy belong to? Can I play with it?"
- Let your child know you understand his feelings. Say, " I know you want that truck but it is Sean's. Ask Sean if you can play with it."
- If your child would like a toy suggest she put it on a wish list or start to save hermoney.
- Question a child who comes home with something new. If your child says someonegave it to him, quietly find out if the story is true.
- Ask how he would feel if his friend took his toys home without asking.
- If a child takes another child's toy be sure she returns it but do not force her to apologize.

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34B

STEALING: PREVENTING AND ADDRESSING PROBLEMS

THE BIG PICTURE: Children want many items their friends have or that they see advertised on television. It is good to think of ways you wish to handle this.

Money

- Do not "tempt" your child. It is better not to leave money around.
- Know how much money is in your purse/wallet. That way you can nip a stealing problem in the early stages.
- Try to figure out a way your child can have a small amount of money for his own use.

Home Card 34B

34B

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Home Card 34B

Shoplifting

- Know that as soon as your child is old enough to go to the store the temptation to shoplift is there.
- Shoplifting is common among pre-teens, and youngsters often use shoplifting as a kind of proof that they are one of the group.
- If your child takes something from the store without paying, take him back to return it. (Do not let the clerk tell him it is OK...It is not OK!!)

Think About It

- Try to discover why your child is stealing. Is she jealous of a new baby? Is she trying to prove to others that she has things? Is he looking for your attention?
- Be careful not to call your child a thief.

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35 STRESS

THE BIG PICTURE: Young children cannot always tell adults what they are feeling. Their stress can be seen through their behavior.

Things to Do

- Check your own stress level. Children can feel your stress and pick it up.
- Try to determine what is causing stress in the children's daily lives.
- Try to understand the children's temperaments. This will help you know what causes stress for each child.
- Routines help children stay calm.
- Tell the children what will be happening each day so they know what to expect.
- Too many activities in one day can cause stress for you and for the children. Limit the number of activities if you see them affecting you and/or the children.
- Help the children learn tricks to relax. These might include counting to 10, taking deep breaths, or thinking of a calm place like a sunset on a lake.
- Play a game of relaxing toes, feet, ankles, legs - all the way up to the head. Get silly. A good laugh always helps.
- Over-stimulation can cause children stress. Do not give them too many choices or surround them with too many things or people.
- Quieting activities help calm stress.
- Have a quiet area in the classroom where the children can calm down. This might include an area with pillows or a throw rug and stuffed animals.
- Water-play helps children to calm down.
- Playing in sand helps children to calm down.
- Play doh or modeling clay helps children calm down.
- Looking for animals in the clouds helps children calm down.
- Help each child find which technique works best for him and encourage him to use it.

THE LINK TO PEACE: Prevent and/or dealing well with stress promotes health of mind and body and enables people to think more clearly.

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Home Card 35

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- Too many activities in one day can cause stress for you and your child. Limit the number of activities if you see them affecting you and/or your child.

Home Card 35

- Over stimulation can cause a child stress. Do not give them too many choices or surround them by too many things or people. For example, on a child's birthday the number of guests should be the same as your child's age: one guest at age one, two guests at age two. Usual visitors, such as grandparents, are not counted as guests.
- Have a quiet area in your home where your child can calm down. This might include an area with pillows or a throw rug and stuffed animals.
- Help your child learn tricks to relax. These might include counting to 10, taking deep breaths, picturing a calm scene such as a sunset on a lake, etc.
- Play a game of relaxing toes, feet, ankles, legs - all the way up to the head. Get silly. A good laugh always helps.
- Activities that help children calm down include: water play, playing in sand, using play doh or modeling clay, and looking for animals in the clouds.

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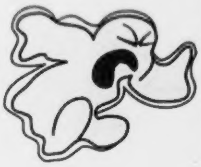
36 TANTRUMS



THE BIG PICTURE: Tantrums are a sign that a child is growing in independence and becoming a person with his/her own feelings, opinions, and needs. Tantrums are a way to release tension, and to express tiredness and/or frustration.

Things to Do to Prevent Tantrums

- As the teacher, set a good example and control your temper. Let the children see you express your anger in ways that do not hurt others.
- Give the children alternatives whenever possible. They need to learn to express their feelings in an acceptable manner.
- Make a "no" answer sound like "yes". "We can't stay outside now. We need to get inside to do something special." "Of course you may go outside as soon as you clean up your place at the table."
- Try to prevent situations that cause tantrums. Know the children's limits.

"Timing is everything..."

- Have a schedule for learning centers, lunch, play, naptime, etc.
- Try to plan only one "extra" event a day. Doing too many things can cause stress for a child (and for the teacher!).
- Catch the clues before the child is out of control,
- Diffuse and redirect the child's frustration.

Think About It. "What's Going on Here?"

- If certain TV shows or cartoons cause the child(ren) to lose control, then do not watch them.
- If certain toys cause stress for a child, put them away until the child is ready for them.
- Try to avoid power struggles. Think win/win. "What can I do to get what I need and what the child wants?"
- Have clear limits.
- Be consistent: Say what you mean and do what you say.

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Keep Your Cool

- Try to handle your feelings with humor and honesty.
- Stay calm. It helps tame the tantrum if the adult relaxes.
- Establish a time-out place you can go to cool down. Tell the children you are taking a time out.
- Find ways you can relieve your tension. Do this by deep breathing, counting to 10, taking an imaginary trip to your favorite vacation spot, etc. Do not be afraid to tell the child you need cool down time.

Talk to Yourself

- Ask yourself how important will the event causing the temper tantrum be in ten years?
- Remember you are NOT a bad teacher.
- Think good thoughts about the child during the tantrum.

First Aid: Things to Do at the First Signs that a Tantrum is Coming

- Try to redirect the child's interest. Take out an interesting toy that you have put away for occasions like these when you want to distract a child.

- Very young children can be soothed by calming statements that show you understand their frustration or anger. "I know you are frustrated because you can't stay at the water table. I'm glad you like it so much. You'll have a good time there again tomorrow."
- Redirecting the child's attention will help. "I know you are angry that Luke is playing with the truck. Would you like to play with the steam shovel?"
- Share understanding statements with the child: "I know you are tired. You'll be going home soon."
- Remove the child from the stressful situation. He or she may calm down.
- Learn what works best for each child. Does it help to ignore the tantrum? Does it help if you rub the child's back?
- Leave these suggestions for the substitute teacher!

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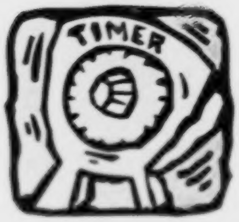

- Set the timer, see if the child can calm down and beat the timer.
- When the child is old enough, let the child set the timer.
- Set the timer for more time than you think the child needs. This will help him or her feel good about beating the clock.

Big Time Tantrums

- Do not give in to the tantrum.
- Take control during a tantrum and move the child quickly to a private area.
- Tell the child that you will be there when he or she is ready to come out. Leave the area and calm yourself.

When the Tantrum is Over

- Let the child know he/she is still loved.
- Do not yell.
- Never punish a child for a temper tantrum.
- Help the child learn to name the feelings that caused the tantrum.
- Use dolls or toy animals to act out things that caused the child to have a tantrum. Ask, "Next time, what could you do?"
- Help all the children learn how to cool down. They can throw balls in a basket, hit a pillow, listen to a tape, read a book, color, etc. Practice these when the children are not upset.

Read one of the books below. Discuss what the characters felt and wanted and what they could have done differently when they didn't get their way.

Before reading The Chocolate-Covered-Cookie Tantrum by Deborah Blumenthal (Clarion Books, 1996) ask if anyone knows what a tantrum is. If not, role play a scene using a doll who has a tantrum.

- After reading the book explain to the children that it's OK to be angry and discuss why using words is a better choice than throwing a tantrum. Answers might include: words help adults know what is wrong and how to help, and someone can get hurt during a tantrum.

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- Ask the children what they have done instead of having a tantrum when they have been angry.
- Role play the same situation with the doll, this time using words instead of a tantrum.
- Leave the doll out and encourage the children to role play using words during center time.

Read The Temper Tantrum Book by Edna Mitchell Preston (Puffin Books, 1976). A number of baby animals are having temper tantrums. Each one is upset and creating quite an uproar. They each tell why they are upset.

Read The Tantrum by Kathryn Lasky (Macmillan, 1993).

- Match the children in pairs. Allow one of each pair to have a thirty second tantrum. When it is done, have the child who was not having the tantrum tell the other how the tantrum hurt their ears and how the child looked while having the tantrum.

THE LINK TO PEACE: Tantrums disturb the peace for everyone. Children need skills to handle frustration, exhaustion, etc. in a more positive way.

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36A TANTRUM PREVENTION

THE BIG PICTURE: Tantrums are a sign that a child is growing in independence and becoming a person with his/her own feelings, opinions, and needs. Tantrums are a way for a child to release tension, and to express tiredness and/or frustration.

Things to Do to Prevent Tantrums

- As the parent, set a good example and control your temper. Let your child see you express your anger in ways that do not hurt others.
- Give your child alternatives whenever possible. Your child needs to learn to express his/her feelings but in an acceptable manner.
- Make a no answer sound like yes. "We can't buy that now but would you like to put it on your birthday list, wish list, etc.?" "Of course you may go outside as soon as you make your bed."

Home Card 36A

36A TANTRUM PREVENTION

THE BIG PICTURE: Tantrums are a sign that a child is growing in independence and becoming a person with his/her own feelings, opinions, and needs. Tantrums are a way for a child to release tension, and to express tiredness and/or frustration.

Things to Do to Prevent Tantrums

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- Make a no answer sound like yes. "We can't buy that now but would you like to put it on your birthday list, wish list, etc.?" "Of course you may go outside as soon as you make your bed."

Home Card 36A

"Timing is everything..."

- Have a schedule for naps, meals, play and bed. Work errand times around this schedule.
- Try to plan only one "extra" event a day. Doing too many things can cause stress for both you and your child.
- If your child is tired, do not take him to a toy store and struggle when he wants things.

Think About It. "What's Going On Here?"

- If certain TV shows or cartoons cause your child to lose control then do not let her watch them.
- If certain toys cause stress for your child, put them away until he/she is ready for them.
- Have clear limits. Be consistent: say what you mean and do what you say.
- Think win-win. What can you do to meet both your needs and your child's?

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36B

TANTRUM - FIRST AID

Things to Do at the First Signs that a Tantrum is Coming

- Try to redirect your child's interest. Take out an interesting toy that you have put away for occasions such as these when you want to distract your child.
- Very young children can be soothed by calming statements that show you understand their frustration or anger. "I know you are upset that I will not buy you candy. We can't always have everything we want."
- Share understanding statements with your child: "I know you are tired. We will be home soon." "I know you don't want to wear the seat belt. Let's play a game while we're driving." Remind your child that seat belts are a rule and you need to keep the rule because you love him/her so much.

Home Card 36B

36B

TANTRUM - FIRST AID

Things to Do at the First Signs that a Tantrum is Coming

- Try to redirect your child's interest. Take out an interesting toy that you have put away for occasions such as these when you want to distract your child.
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Home Card 36B

- Redirecting your child's attention will help. "I know you are upset that Luke is playing with the truck. Would you like to play with the steam shovel?"
- Remove your child from the stressful situation. He or she may calm down.

Use a Timer

- Set the timer, see if your child can calm down and beat the timer.
- Set the timer for more time than you think your child needs. This will help him/her feel good about beating the clock.
- When your child is old enough, let him/her set the timer.
- Learn what works best for your child. Does it help to ignore the tantrum? Does it help if you rub your child's back?

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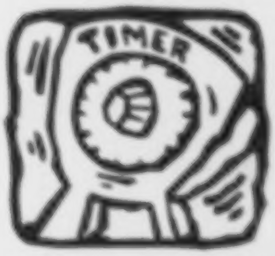

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36 BIG-TIME TANTRUMS

- Do not give into the tantrum.
- Take control during a tantrum and move your child quickly to a private area.
- Tell your child that you will be there when he is ready to come out. Leave the room, close the door, and calm yourself.

Keep Your Cool

- Stay calm. It helps tame the tantrum if the adult relaxes.
- Establish a time-out place you can go to cool down. Tell your child you are taking a time out.

- Find ways you can cool down and relieve your own tension. Do this by deep breathing, taking a few minutes alone, beginning a cleaning project or whatever helps you calm down and relax. Do not be afraid to tell your child you need cool downtime.

Home Card 36C

36 BIG-TIME TANTRUMS

- Do not give into the tantrum.
- Take control during a tantrum and move your child quickly to a private area.
- Tell your child that you will be there when he is ready to come out. Leave the room, close the door, and calm yourself.

Keep Your Cool

- Stay calm. It helps tame the tantrum if the adult relaxes.
- Establish a time-out place you can go to cool down. Tell your child you are taking a time out.

- Find ways you can cool down and relieve your own tension. Do this by deep breathing, taking a few minutes alone, beginning a cleaning project or whatever helps you calm down and relax. Do not be afraid to tell your child you need cool downtime.

Home Card 36C

- Picture a beautiful, calm place or memory. Put yourself in the picture.
- Try to handle your feelings with humor and honesty.

Talk to Yourself

- How important will the event causing the temper tantrum be in ten years?
- Remember, you are NOT a bad parent.
- Think good thoughts about your child during the tantrum.

When the Tantrum is Over

- Do not yell. Let your child know he or she is still loved.
- Never punish your child for a temper tantrum.
- Help your child learn to name the feelings that caused the tantrum and to act out what she can do the next time she feels that way.
- Help your child learn how to cool down through a quiet activity or a physical activity. Practice these when your child is not upset.

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37 TIME OUT

THE BIG PICTURE: Both in school and out of school Time Out is used to "discipline" children. Perhaps it would be better to consider it an opportunity for the child to grow in self-discipline. This way of thinking can help children cool down, feel better and therefore help them change behavior. Time Out can help a child gain control of his/her emotions and actions.

Use Time Out to Cool off

- Time Out can be used when a child is upset and is having a hard time calming down.
- Help the child know that when he feels better he can leave time out.

Use Time Out to Change the Child's Behavior

- Remember, Time Out is not a punishment. It is a chance for children to regroup and relax so they can be in control of their actions.
- Be sure the children know they are loved!
- Ask "Do you need a Time Out?" If the unacceptable behavior doesn't stop or the child is very upset, direct her to take a Time Out until she feels better or is ready to come back and act in a way that is acceptable to you.
- Tell the children what you want. "You need to take a time out until you are ready to play with your toys instead of throwing them around the room."
- Be respectful.
- While the children are in Time Out use the time for you to cool down.

Problem Solve

- Never humiliate children.
- Try to see the situation from the child's point of view.
- Help the children look for solutions to the problem.

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37 *TIME OUT*

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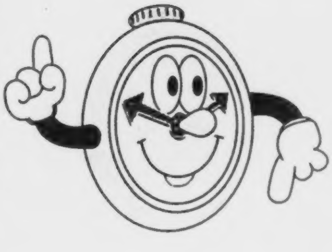

Use Time Out to Cool off

- Time Out for children gives them time to cool down.
- Give yourself a Time Out when you feel stressed.
- Let your child set the timer. Keep time outs short. One or two minutes of time out for each year of a child's age is suggested.
- Let your child know that when he feels better he can leave time out.

Home Card 37

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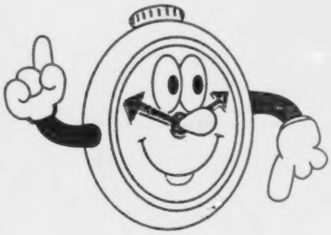

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Home Card 37

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- Ask "Do you need a Time Out?" If the unacceptable behavior doesn't stop or your child is very upset, direct her to take a time out until she feels better or is ready to come back and act in a way that is acceptable to you.
- Tell your child what you want. "You need to take a time out until you are ready to play with Jeremy instead of pushing him."

After the Time Out

- After a Time Out, talk with your child about what rule was broken. Discuss the consequences. Sometimes the Time Out is enough.
- Listen to your child's side of the story.
- Ask your child what he/she will do next time.
- Practice that behavior. "Pretend I'm Jeremy. Show me how you'll ask Jeremy to move next time instead of pushing him."
- If misbehavior involves another child, bring both children to talk it out.

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38 TRANSITIONS AT SCHOOL

THE BIG PICTURE: Many times throughout the day we ask children to change from one activity to another. They must change from circle time to small group time, free choice, meal time, and many other activities. Transitions will be easier if teachers fill the void children feel when they are pulled from one activity to another.

What's Next?

- Have a daily schedule that is followed. Children will get to know what to expect.
- Post the schedule using pictures and words.
- Begin each activity quickly with the majority of the children who are ready. If the activity is exciting and well-planned the other children will join in.
- Have materials ready!

Which Way?

- Set up traffic patterns at the beginning of the year.
- Number the tables and call the children by the number of the table or by the name of the center - "Those at the water table look ready to line up for the bathroom first."

Warning Time

- Give children advance notice of what will happen next. Say, "In five minutes we will clean up the toys and have circle time."
- Use a timer. Say, "When the timer rings, everything needs to be put away."
- Let the children name a song they like. "By the time we are finished singing *The Name of the Song* you need to be ready for storytime."
- Play recorded music giving the same direction. Choose quiet music if the children need to settle down for the next activity, a march or fast piece if they need to be more alert.
- Have the children stand up and stretch.

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Cleaning Up one Area before Moving to Another

- Make cleaning up materials a game. Children enjoy taking turns being the "inspector."
- Label shelves with pictures and words to make clean up easier.
- Provide enough materials for clean up of one activity before the next one.

Using Transition Times

- Give clear, simple directions when moving from one activity to another.
- Let a child be the leader when changing areas.
- Say a rhyme or sing a song at transition times.
- If transitioning, for example, to brushing teeth, have the line leader carry an extra large toothbrush. Sing the song, "When you wake up in the morning, you brush your teeth."
- If children will be sitting at a table for the next activity, have quiet "table toys" the children can play with while waiting.
- Play "I spy" or some other guessing game as you are changing activities.
- Start a *snap, clap* pattern, e.g. snap fingers, clap hands, slap thighs, then repeat the pattern. Generously praise those who are doing it with you. Lingerers will be eager to join in. This helps break the pattern of what they were concentrating on and makes transition easier.
- Do a short, simple exercise to reactivate the oxygen and get it circulating. e.g. "Heads, Shoulders, Knees and Toes."
- Praise, praise, praise during smooth transitions.

Rhymes, Songs and Fingerplays

Tiptoeing

I tiptoe here and I tiptoe there.
I tiptoe as lightly as wings in the air.
I tiptoe along in my two little shoes;
I tiptoe softly as kitten mews.
I tiptoe slowly with no rush.
I tiptoe quietly as a hush.
I tiptoe here and I tiptoe there,
And I tiptoe over to sit in my chair.

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Stand Up Tall

Stand up tall, like a wall,
Take two steps backward; do not fall.
Raise your hands away up high.
Lower your hands and make a sigh.
Keep your feet in one place.
Twist your hips, touch your face.
Sit down quietly, you are through.
Now you know what you can do!

What I Can Do

I can spin just like a top.
Look at me! Look at me!
I have feet and I can hop.
Look at me! Look at me!
I have hands and I can clap.
Look at me! Look at me!
I can lay them in my lap.
Look at me! Look at me!

Who Feels Happy Today!

Who feels happy at school today?
All who do, snap your fingers this way.
Who feels happy at school today?
All who do, clap your hands this way.
Who feels happy at school today?
All who do, wink your eye this way.
Who feels happy at school today?
All who do, fold your hands this way.

A Quiet Time

The sun has gone down
Over the town. Sh...sh...sh...!
Make believe it is night;
And there is no light. Sh...sh...sh...!
Each eye must close,
And now you can doze. Sh...sh...sh...!
Count slowly to nine: 1,2,3,4,5,6,7,8,9.
Then, wake up and shine!

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Being Kind
I want to be as kind as I can be,
With all my friends and family.
I'm not going to punch or hit or shove,
I'll treat them with kindness and with love.

These are important things to learn,
to wait in line, to take my turn.
Not to push or pull someone's hair,
But, with hands to myself, Stand quietly there.

Ten Little Fingers
I have ten little fingers and they all belong to me. (hands upright)
I can make them do things, would you like to see?
I can shut them up tight; (shut them up into fists)
Or open them wide (open them)
I can put them together, or make them all hide. (close fists together)
I can make them jump high. (swing hands above head)
I can make them go low. (swing hands down low)
I can fold them up quietly and hold them just so.

Head, Shoulders, Knees and Toes (The children touch each as they sing)

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes, and ears, and mouth and nose
Head, shoulders, knees and toes, knees and toes.

Continue, but on the second verse hum for head, on the third, hum instead of saying head, shoulder, etc. until the whole song is hummed instead of sung. Next, sing the entire song.

THE LINK TO PEACE: Smooth transitions are calming for all involved. Children, encouraged to cooperate with what is happening in the classroom, learn how to be individuals who are members of a group that works, plays and learns together.

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38 *TRANSITIONS*

THE BIG PICTURE: Many time throughout the day we ask children to change from one activity to another. They must change from eating, to playing, to getting washed up, and many other activities. They feel a void when they are pulled from one activity to another.

Things to Do

- Tell your child what will happen ahead of time. Say, "When we finish eating we have to go to the store. Which toy would you like to take with you?" or, "It is almost bedtime. Which book would you like me to read to you when this TV show is over?"
- Give warnings ahead of time. Say, "In five minutes it will be time to clean up your toys and get ready for dinner."

Home Card 38

38 *TRANSITIONS*

THE BIG PICTURE: Many time throughout the day we ask children to change from one activity to another. They must change from eating, to playing, to getting washed up, and many other activities. They feel a void when they are pulled from one activity to another.

Things to Do

- Tell your child what will happen ahead of time. Say, "When we finish eating we have to go to the store. Which toy would you like to take with you?" or, "It is almost bedtime. Which book would you like me to read to you when this TV show is over?"
- Give warnings ahead of time. Say, "In five minutes it will be time to clean up your toys and get ready for dinner."
- Use a timer. Say, "Your toys need to be put away before the timer rings."

Home Card 38

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  - Make cleaning up toys a game by beating the timer or putting toys up better and faster than the last time.
  - Label shelves with pictures and words to make clean up easier.
- Let your child name a song he/she likes. "By the time we are finished singing *The Name of the Song* you need to be ready for lunch."
- When getting ready to leave places where your child is having fun, such as the park or the home of friends, say, "We have to leave in 5 minutes. Go and do your favorite thing one more time." Leave in a happy way.
- Allow your child to be part of the transition. Say, "Will you please get the grocery list so we can go to the store?"
- Young children sometimes enjoy saying good-bye to what they are doing. They might say, "Good bye TV, I'll be back later to watch you." This seems simple but it works.

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- Use a timer. Say, "Your toys need to be put away before the timer rings."
  - Make cleaning up toys a game by beating the timer or putting toys up better and faster than the last time.
  - Label shelves with pictures and words to make clean up easier.
- Let your child name a song he/she likes. "By the time we are finished singing *The Name of the Song* you need to be ready for lunch."
- When getting ready to leave places where your child is having fun, such as the park or the home of friends, say, "We have to leave in 5 minutes. Go and do your favorite thing one more time." Leave in a happy way.
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39 WHINING AND NAGGING

THE BIG PICTURE: Children communicate their feelings through whining and nagging. Their feelings and needs are real. The behavior is difficult to deal with but bad habits such as whining and nagging can be changed.

Things to Do

- Be patient and calm when the child whines.
- Listen for what the child really needs or feels.
- Do not generalize what is wrong.
- Let the child know the "whiny" voice bothers you. Say, "It bothers me when I hear you whine. I can tell you are upset waiting for your snack. Is there another way you can let me know what you are feeling."
- Tell the effect whining has on you. Say, "Whining hurts my ears."
- Say, "Ask in your big girl/boy voice."
- Set up ground rules. Say, "If you whine I won't give you what you want. Ask nicely and I will consider it."
- Be consistent. It is important that the children know that whining and nagging will not change your mind.
- Give choices. Show the child how to ask instead of whining.
- Ask questions, "Are you tired? Are you hungry? Are you upset with Gwen?"
- Give a hug, a pat on the head or shoulders, or just look directly and kindly into the child's eyes.
- Say, "It sounds like you need a hug." After the hug ask, "What would help you feel better?"
- Most of the time children whine for attention. Even if you are very busy, the short time you take to talk or hug will take a lot less time than the whine/annoyance, whine/anger syndrome that will happen if you don't take the time.

THE LINK TO PEACE: Children need to learn to make their needs known in ways that others can hear. Consistently insisting that children express their needs in this way will help them in future times of conflict.

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- Listen for what your child really needs or feels.
- Do not generalize what is wrong.
- Let your child know the "whiny" voice bothers you. Say, "Whining hurts my ears. I can tell you are upset waiting for your program to come on. Is there another way you can let me know what you are feeling."
- Say, "Ask in your big girl/boy voice."

Home Card 39

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- Say, "Ask in your big girl/boy voice."

Home Card 39

- Set up ground rules. Say, "If you whine I won't give you what you want. Ask politely and I will consider it."
- Give choices. Show your child how to ask instead of whining.
- Ask questions, "Are you tired? Are you hungry? Are you upset with Casey?"
- Give a hug, a pat on the head or shoulders or just look directly and kindly into your child's eyes.
- Say, "It sounds like you need a hug." After the hug ask, "What would help you feel better?"
- Most of the time children whine for attention. Even if you are very busy, the short time you take to talk or hug will take a lot less time than the whine/annoyance, whine/anger syndrome that will happen if you don't take the time.

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- Ask questions, "Are you tired? Are you hungry? Are you upset with Casey?"
- Give a hug, a pat on the head or shoulders or just look directly and kindly into your child's eyes.
- Say, "It sounds like you need a hug." After the hug ask, "What would help you feel better?"
- Most of the time children whine for attention. Even if you are very busy, the short time you take to talk or hug will take a lot less time than the whine/annoyance, whine/anger syndrome that will happen if you don't take the time.

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40 WORK

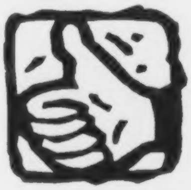
THE BIG PICTURE: Success with work helps children feel good about themselves. Chores help children feel part of the classroom. By doing little jobs a child learns to care for self and be thoughtful of others. Working is a way to learn cooperation.

Getting Started

- Welcome the children's help.
- Give chores at an early age.
- Give simple, clear instructions.
- Giving children jobs works best when you do it with them in the beginning.

Fit the Job to the Child

- Let children use "child-size" equipment. A short broom or a stool for reaching helps.
- Learn what works best with each child. Does he or she work best alone, with another child or with you nearby?
- Allow children to feel good about finishing a job. Keep the tasks small for small children.



Encourage

- Praise children immediately!
- Let children learn by trying. Allow them to make mistakes.
- Be flexible. If the child's way of doing a task works, don't insist that he/she learn to do it your way. If their way doesn't work, help them understand a better way to do the task.
- Choose jobs where children can see the results when the job is finished.

Make It Easier

- Individual containers help keep materials in order. Use cardboard boxes, plastic dishpans, old lunch boxes and other such containers. Clear boxes help children know where items belong.
- Cut pictures from magazines that children can paste or apply

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with clear contact to the containers so they will know what belongs in each container.

- If a job has several parts, break it into smaller parts. Give directions for one part at a time. "First wipe off the paint jars with the sponge." "Now rinse out the sponge and put the jars away."

Make Helping Fun

- Talk about ways children can help. Have them pantomime a helping activity and have the rest of the children guess what the activity is. Give the children time to talk about how they have helped.
- Making a "game" of cleaning up toys makes it more fun for everyone.

  - Have the children take turns being the "Clean up Captain". The captain will delight in finding something the other children missed and will try to do better than others in picking up.
- Use a timer and have a race. Let the children score "baskets" for each toy put in the box.

- Use music and let the children be robots cleaning up toys.
- Time how many seconds it takes to pick up toys, put on shoes, etc.
- Sing new words to a familiar song. For example sing the following to the tune of **The More We Get Together**:

  The more we pick our toys up, our toys up, our toys up
  The more we pick our toys up the happier we'll be.
  Tomorrow we'll start fresh with toys from our toy chest
  The more we pick our toys up the happier we'll be.

- Encourage children to make up new verses.

Make Jobs Fair

- Ask the children's help in making up a list of the jobs that need to be done eachday.
- Give them magazines or crayons and paper and have them find or make pictures showing the different jobs.
- Choose the clearest pictures of the jobs and use them to make a helping hands chart.
- Once the children have all learned how to do each job, rotate jobs on a weekly basis.

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Offer Choices

- Offer choices to the children. "Who wants to pick up the cars? Who will pick up the Legos?"
- As a class, decide what will happen if a child does not do his or her job.

Rhymes and Songs

Stand and do appropriate actions.
Tune: "Here We Go Round the Mulberry Bush"

This is the way we vacuum the rug,
Vacuum the rug, vacuum the rug.
This is the way we vacuum the rug,
All on a Monday morning.

Iron our clothes - Tuesday
Sweep our floors - Wednesday
Dust our furniture - Thursday
Wash our window - Friday
Grocery shop - Saturday
Play all day - Sunday

Continue the song, using the activities the children suggest.

There was an old woman tossed up in a basket,
Seventeen times as high as the moon;
Where she was going I couldn't but ask it,
For in her hand she carried a broom.

Old woman, old woman, old woman, quoth I.
Where are you going to up so high?
To brush the cobwebs off the sky!
May I go with you? Aye, by-and-by.
-MotherGoose

- Give the children dust cloths and let them pretend they are brushing the cobwebs off the sky.
- Think of other jobs around the room and adapt the poem. For example, the children can use sponges to wash the cobwebs off the sky, can empty the cobwebs from the sky when they empty the trash, and can clear the toys up off the sky when they put materials away.

Books to Share

For very young children

Talk to the children about jobs they are expected to do. Ask what happens when they don't do them. Read The Little Red Hen by Karen Schmidt (Grosset & Dunlap, 1986).

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- Ask the children why the animals couldn't help the red hen eat the bread. Ask if they ever missed out on something good because they hadn't wanted to help.

Helping by Chris Winn (Henry Holt and Company, 1985), **Clean-Up Day** by Kate Duke (E.P. Dutton, 1986), and **Harriet at Work** by Betsy and Giulio Maestro (Crown Publishers, Inc. 1984) help children learn some work words. Children can tell the story using the wordless book **Mother's Helper** by Helen Oxenbury (The Dial Press, 1982).

Read **The Very Busy Spider** by Eric Carle (Philomel, 1984). Ask what the class is able to do when all the children do their jobs.

Children will enjoy the lesson of the classic tale **The Grasshopper and the Ants** or **Tops and Bottoms** by Janet Stevens (Harcourt Brace and Co., 1995). Talk with the children about using work time, rest time, and play time well.

When reading **Another Mouse to Feed** by Robert Kraus (Prentice Hall Books for Young Readers, 1980)

- pause and ask the children what they would do to help;
- have them identify all the various kinds of jobs the mouse children had;
- ask them if they can tell you how the baby mouse is able to help at the end of the story.

Read **Five Little Monkeys with Nothing to Do** by Eileen Christelow (Clarion Books, 1996). After seeing each job the monkeys do, ask the children how the monkeys seem to feel about their work. Ask what makes the work fun.

Enjoy **You and Me, Little Bear** by Martin Waddell (Candlewick Press, 1996). Have the children name all the work that Little Bear was able to do.

Talk about other ways children can help beside cleaning, etc. Talk about visiting and helping people who are sick or in the hospital or helping old people who live in the neighborhood. Read **Wilfrid Gordon McDonald Patridge** by Mem Fox (Kane/Miller Book Publishers, 1984).

THE LINK TO PEACE: When children feel good about helping with chores, they gain confidence that they can and do make things better. This confidence is necessary for solving problems in a peaceful way.

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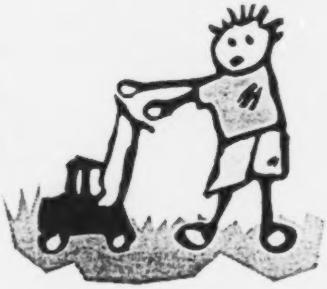
40A WORK: Getting Started

THE BIG PICTURE: Success with work helps a child feel good about her/himself. Doing little jobs helps the child feel part of the family. A child learns to care for self, to be thoughtful of others and to cooperate.

Getting Started

- Give chores at an early age and welcome your child's help.
- Adults should agree on the child's jobs.
- Allow your child to help even though it may make more of a mess at first, such as preparing food, sorting laundry, or washing the floor.
- Choose jobs where the child can see the results when the job is finished.
- Do the chore together the first time, giving simple, clear instructions.
- Praise your child immediately. A star on a chart may also help.

Home Card 40A



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- Praise your child immediately. A star on a chart may also help.

Home Card 40A

Fit the Job to the Child

- Allow children to feel good about finishing jobs.
- Keep the tasks small for a small child.
- Let your child use "child-size" equipment. A short broom or a stool for washing dishes helps.
- Learn what works best with each child. Does he or she prefer to work alone or with you nearby?
- Let your child learn by trying. Making mistakes is a chance to learn a better way.

Offer Choices

- Offer choices to the child and share the job. Do you want to pick up the cars or the Legos? Only offer choices you can live with!
- As a family, decide what will happen if your child does not do his/her jobs. "You can pick up your toys now, or you can pick them up instead of seeing ___________ (a favorite TV show.)"

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40B WORK: *Making It Easy And Fun*

THE BIG PICTURE: Everyday jobs can be the source of tension or conflict for a family. They can also be chances to have fun with your child while you help him/her learn to be responsible.

Make it easy

- Individual containers help the child keep things in order. Use cardboard boxes, plastic dishpans, old lunch boxes and other such containers.
- Cut out pictures with your child of what belongs in each container. Tape them to it with clear plastic so your child knows where things belong.
- Have a wastebasket and laundry container in the child's room.
- Break jobs up into smaller tasks to keep the job from being too big. For example, in the bedroom clear the bed first. Decide what part to do next.

Home Card 40B

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Home Card 40B

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Make It Fun

- Making a "game" of cleaning up toys makes it more fun for the child. Use a timer and have a race, let the child score "baskets" for each toy put in the box, or use music and let the child be a robot cleaning up toys.
- Using a feather duster makes the job fun.
- Time how many seconds it takes to pick up toys, put on shoes, etc..
- Take turns being the "Clean up Captain." The child will delight in finding something you missed and will try to do better than you do in picking up.

Make Work fun For You And Your Child

Choose a song that your child knows and help him/her make up words that fit. For example **The More We Pick Our Toys Up** (The More We Get Together.)

The more we pick our toys up, our toys up, our toys up,
The more we pick our toys up the happier we'll be.
Tomorrow we'll start fresh with toys from our toy chest.
The more we pick our toys up the happier we'll be.

Make It Fun

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III. Additional Resources

Guide to Suggested Literature and Books

Finding the "Right" Book

Teachers' Final Gifts for Children

Parents' Final Gifts for Children

Year by Year: What to Expect, What to Do

Readings for Teachers and Staff

Readings for Parents

Death: What Children Understand and How They Cope

GUIDE TO SUGGESTED LITERATURE AND MUSIC

The chart that follows lists all of the materials suggested in Learning Skills of Peace Through Every Day Conflicts.

Titles have been suggested that may be part of your center, home or branch public library. In many cases, titles indicated "o/p" (out-of-print), may still be obtained at your local library. Also listed are more recent titles which may be part of the Public Library selection and/or which can be purchased.

The last column of the table indicates whether or not the title is available in paperback form.

Following the Guide to Suggested Literature and Music is an article entitled "Finding the 'Right' Book" which offers helpful considerations for borrowing or purchasing the suggested titles.

THEME	TITLE	AUTHOR	PUBLISHER	Copy-right	In print	Paper back
1 Anger and Aggression						
1	All the Animals Were Angry	Wondriska, William	Holt	1970	o/p	
1	GrouchyLadybug	Carle, Eric	HarperCollins	1977		yes
1	Sometimes I Get So Mad	Hogan, Paula	Raintree/Steck-Vaughn	1980		yes
1	Alexander & the Terrible, Horrible, No Good, Very...	Viorst, Judith	Atheneum	1972		yes
1	The Island Light	Wells, Rosemary	Dial Bks for Yng Rdrs	1992		no
1 and 20	TeachingPeace	Grammar,Red	RedNoteRecords	1986		cass
2 Art						
2	The Art Lesson	DePaola, Tomie	Putnam	1989		yes
2	Not in the House Newton	Gilliland, Judith	Clarion	1995		no
2	Lucy's Pictures	Moon, Nicola	Dial Bks for Yng Rdrs	1994		
3 Bad Day						
3	I Know An Old Lady Who...					yes
3	It Wasn't My Fault	Lester, Helen	Houghton Mifflin	1985		yes
3	Addie's Bad Day	Robins, Joan	Harper Trophy	1993		yes
3	Just a Bad Day	Mayer, Gina & Mercer	Golden Books	1998		yes
3	Alicia Has a Bad Day	Jahn-Clough, Lisa	Houghton Mifflin	1994		no
3	Franklin's Bad Day	Bourgeois, Paulette	Scholastic, Inc.	1997		yes
4 Bad Language						
4	Elbert's Bad Word	Wood, Audry	Harcourt Brace Jav.	1988		yes

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THEME	TITLE	AUTHOR	PUBLISHER	Copy-right	In print	Paper back
5 Bathtime						
5	Splash! All About Baths	Buxbaum,Susan	Little, Brown & Co.	1987	o/p	
5	Dad's Car Wash	Sutherland,Harry	Atheneum	1988		yes
5	Bathtime Magic	Bartels, Joanie	Discovery Music	1989		cass
5	I Can Take a Bath	Watanabe,Shigeo	Philomel	1987	o/p	
5	No Bath Tonight	Yolen, Jane	Harper & Rowe	1978	o/p	
6 Bedtime						
6	At Night	Rockwell,Anne	Thomas Y. Crowell	1986	o/p	
6	After Dark	Euvremer, Teryl	Crown Publishers, Inc.	1989	o/p	
6	Goodnight,Jessie	Ziefert, Harriet	Random House	1987	o/p	
6	Find My Blanket	Brady, Susan	J.B. Lippincott	1998		
6	Darkness & the Butterfly	Grifalconi, Ann	Little, Brown & Co, Inc.	1987	o/p	
6	There's a Monster Under...	Howe,James	Atheneum	1986		yes
6	Ira Sleeps Over	Waber,Bernard	Houghton Mifflin, Co.	1972		yes
7 Behavior						
7B, 7C	Happy Healthkins	Moncure, Jane Belk	The Child's World	1982		yes
7C	No, David!	Shannon,David	The Blue Sky Press	1998		
7C	Berenstain Bears Forget Manners	Berenstain, Stan and Jan	Random House	1985		yes
8 Big and Little						
8	Big Al	Yoshi,Andrew	Picture Book Studio	1988		yes
8	Hello, Great Big Bullfrog	West, Colin	J.B. Lippincott	1987	o/p	

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THEME	TITLE	AUTHOR	PUBLISHER	Copy-right	In print	Paper back
8	Ton and Pon, Big & Little	Iwamura, Kazuo	Bradley Press	1984	o/p	
8	Look Out for the Big Bad Fish	Cain, S. and Linch, T.	Little Tiger Press	1998		
8	Big and Little	Miller, Margaret	Greenwillow Books	1998		
9 Big Brother,	**Big Sister**					
9	Poor Carl	Carlson, Nancy	Viking Kestrel	1989	o/p	
9	Baby Brother Blues	Polushkin, Maria	Bradbury Press	1987		no
9	I Love My Baby Sister (Most of the Time)	Edelman, Elaine	Lothrop, Lee & Shepard Books	1984	o/p	
9	Geraldine First	Keller, Holly	Greenwillow Books	1996		
9	On Mother's Lap	Scott, Ann	Clarion Books	1992		yes
9	The Baby Sister	DePaola, Tomie	Putnam's Sons	1996		
9	Geraldine First	Keller, Holly	Greenwillow	1996		no
11 Conflict						
11A	How Joe the Bear and Sam..	DeRegniers, Beatrice	Lothrop, Lee & Shepard	1990	o/p	
11A	You Are Special	Max Lucado	Crossway Books	1997		
11A	Mr. Gumpy's Outing	Burningham, John	Henry Holt and Company	1970		yes
11A	But Not the Hippopotamus	Boynton, Sandra	Ltle Simon/Simon & Sch	1982		
11A	I Love You the Purplest	Joosse, Barbara	Chronicle Books	1996		no
11D	Six Crows: a Fable	Lionni, Leo	Alfred A. Knopf	1988	?	no
11D	King, the Mice & the Cheese	Gurney, Nancy	Beginner's Books	1965		no
11D	Sam's Ball	Lindgren, Barbara	William Morrow & Co.	1983		yes

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THEME	TITLE	AUTHOR	PUBLISHER	Copy-right	In print	Paper back
11D	Let's be Enemies	Udry, Janice M.	Harper & Row	1961		yes
12 Cultural Diversity						
12	The Crayon Box That Talked	DeRolf Shane	Random House	1997		no
12	Kid at Heart	Persephone	Demeter Music	1995		cass
12	A Country Far Away	Gray, Nigel	Orchard Books	1988		yes
12	Whoever You Are	Fox, Mem	Harcourt Brace and Co.	1997		no
12	Hats, Hats, Hats	Morris, Ann	Lothrop, Lee & Shepard	1989		yes
12	Bein' With You This Way	Nikola-Lisa, W	Lee & Low Books, Inc.	1994		yes
12	Celebrating Families	Hausherr,Rosemarie	Scholastic Press	1997		no
13	When a Pet Dies	Rogers,Fred	G.P. Putnam's Sons	1988		yes
13	Tenth Good Thing about Barney	Viorst, Judith	Macmillan	1988		yes
13	I'll Always Love You	Wilhelm, Hans	Crown	1985		yes
13	Nana Upstairs & Nana Down	DePaola, Tomie	G.P. Putnam's Sons	1973		yes
13	Goodbye Max	Keller, Holly	Greenwillow Books	1987	o/p	
13	A Pillow for My Mom	Sgouros, Charissa	Houghton Mifflin	1998		
14 Disabilities						
14	Someone Special, Just Like You	Brown, Tricia	Henry Holt & Company	1984		yes
14	Where's Chimpy?	Rabe,Berniece	Albert Whitman & Co.	1988		yes
14	A Button in Her Ear	Litchfield, Ada B.	Albert Whitman & Co.	1976		no
14	Mandy Sue's Day	RobewrtaKarim	Clarion Books	1994		no
14	MamaZooms	Cowen-Fletcher,J.	Scholastic	1993		yes

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14	Handtalk	Charlip,Remy	Simon & Schuster	1974	o/p	no
14	Handtalk Zoo	Ancona,George	Macmillan Publishing Co.	1989		yes
14	Alex is My Friend	Russo, Marisabina			o/p	
15 Divorce						
15	Charlie Anderson	Abercrombie,B.	Margaret K. McElderry	1990		yes
15	Daddy	Caines, Jeannette	Harper & Row	1977	o/p	
15	What Mommies Do Best/What Daddies Do Best	Numeroff, Laura	Simon & Schuster	1998		
15	Splitting Up	Petty, Kate	Gloucester Press	1988	o/p	
15	Mama and Daddy Bear's Divorce	Spelman, Cornelia	Albert Whitman & Co.	1998		
15	My Mother's House, My Father's House	Christiansen, C.B.	Atheneum	1989	o/p	
15	One More Time	Baum, Louis	William Morrow & Co.	1986	o/p	
15	Dear Daddy	Schnidel,John	Concept Books	1995		no
15	It's Not Your Fault, Koko Bear	Lansky, Vicki	BookPeddlers	1998		yes
15	Dinosaurs Divorce	Brown, Laurene & M.	Atlantic Monthly Press	1986		
15	Priscilla Twice	Caseley, Judith	Greenwillow	1995		no
15	Mommy & Me by Ourselves Again	Vigna, Judith	Albert Whitman & Company	1987		no
15	My Wicked Stepmother	Leach, Norman	Macmillan	1992	o/p	no

Ohio Commission on Dispute Resolution and Conflict Management (614-752-9595). Reprints must contain this credit line and may not be sold for profit.

THEME	TITLE	AUTHOR	PUBLISHER	Copy-right	In print	Paper back
16 Dressing						
16	How Do I Put It On?	Watanabe,Shigeo	Philomel	1977	o/p	
16	Little Brown Bear Dresses Himself	Lebrun,Claude	Children's Press	1996		yes
16	Little Brown Bear Plays with Shoes	Lebrun,Claude	Children's Press	1997		
16	Aaron's Shirt	Gould,Deborah	Bradbury Press	1989	o/p	
16	Jesse Bear, What Will You Wear?	Carlstrom, Nancy	Macmillan Publishing Co	1986		yes
16	Elizabeth Jane Gets Dressed	Tyrrell, Anne	Barron's	1987	o/p	
16	Shoes From Grandpa	Fox,Mem	Orchard Books	1989		yes
16	Bear Gets Dressed	Ziefert, Harriet	Harper & Row Publishers	1986	o/p	
16	Froggy Gets Dressed	London,Jonathon	Viking	1992		
16	The Three Young Maniacs	Nage, Karen Berman	Harper Collins	1993	o/p	
16	Getting Dressed		Playskool Library	1998		
16	Froggy Gets Dressed	London,Jonathon	Viking	1992		yes
16	The Dress I'll Wear to the Party	Neitzel, Shirley		1995		yes
17 Family						
17	Loving	Morris, Ann	Lothrop, Lee & Shepard	1990		yes
17	Families are Different	Pellegrini, Nina	Holiday House	1991		no
17	The Relatives Came	Rylant, Cynthia	Bradbury	1985		yes

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17	Noisy Nora	Wells, Rosemary	Dial Bks for Yng Rdrs	1973		?
17	Just Like Daddy	Asch, Frank	Prentice-Hall	1981		yes
17	Giving	Hughes, Shirley	Candlewick Press	1993		yes
17	Ask Mr. Bear	Flack, Marjorie	Macmillan Publishing Co.	1960		yes
17	Breakfast by Molly	Radlauer, Ruth S.	Simon & Simon	1988	o/p	
17	A Secret for Grandmother's Birthday	Brandenberg, Franz	Greenwillow Books	1975	o/p	
17	Staying with Grandma	Roe, Eileen	Bradbury Press	1989	o/p	
18 Fears						
18	Bear & Mrs. Duck	Winthrop, Elizabeth	Holiday House	1988		yes?
18	Just Dessert	Powell, Polly	Harcourt Brace	1996		no
18	(How I Feel) Scared	Leonard, Margo	Batnam	1988		no
18	When the Big Dog Barks	Curtis, Munzee	Greenwillow	1997		no
18	Fang	Hazen, Barbara S.	Atheneum	1987	o/p	no
18	Chicken Little	Schmidt, Karen Lee			o/p	yes
18	Tyler Toad and the Thunder	Crowe, Robert L.	Dutton	1980		
18	I Wouldn't Be Scared	Sabrow, John	Orchard	1989		no
19 Feeling and	Emotions					
19	My Many Colored Days	Seuss, Dr.	Alfred A. Knopf	1996		
19	Mr. Al Sings Friends & Feelings		Melody House, Inc.	1993	-	cass.
19	Sometimes I Feel Like a Mouse	Modesitt, Jeanne	Scholastic, Inc.	1992		yes

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19	Feelings	Aliki	Greenwillow	1984		yes
19	Edward's Overwhelming Overnight	Wells, Rosemary	Dial Books	1995		no
19	Grandpa's Face	Greenfield, Eloise	Philomel Books	1988		yes
19	Mean Soup	Everitt, Betsy	Harcourt Br. Javonovich	1995		yes
19	No! No! No!	Rockwell, Anne	Simon & Schuster Books	1995		no
19	What Feels Best?	Harper, Anita	G.P. Putnam's Sons	1988	o/p	
19	Exploring Feelings	Newman, Susan				yes
21 Lying						
21	Not Me!", Said the Monkey	West, Colin	J.B. Lippincott	1987	o/p	
21	Boy Who Cried Wolf	Barnett, Carol	Little, Brown & Company			no
21	Arthur's Computer Disaster	Brown, Marc	Little, Brown & Company	1997		
21	Arthur and the True Francine	Brown, Marc	Little, Brown & Company	1996		
21	It's the Truth	Rosenshontz	Light Yr Entertainment	1992	-	cass
23 Mistakes						
23	The Very Bad Bunny	Sadler, Marilyn	RandomHouse	1984	o/p	
23	Regina's Big Mistake	Moss, Marissa	Houghton Mifflin	1990		
23	Silly Little Chick	Willis, Val	AndreDeutsch	1988	o/p	
23	Nobody's Perfect, Not Even My Mother	Simon, Norma	Albert Whitman & Co.	1981		no
24 Nap Time						
24	Quiet Moment with Greg & Steve		YoungheartRecords	1983		cass.

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24	Rebecca's Nap	Burstein, Fred	Bradbury Press		o/p	
	Naptime, Laptime	Spinelli, Eileen	Scholastic, Inc.	1995		
24	Week of Lullabies	Plotz, Helen	Greenwillow Books	1988	o/p	
24	Night in the Country	Rylant, Cynthia	Bradbury Press	1986		yes
24	Sleepy Book	Zolotow, Charlotte	Harper & Row Publishers	1988	o/p	
24	Animal Sleepyheads: 1 to 10	Cole, Joanna	Scholastic, Inc.	1988	o/p	
24	Bernard's Nap	Goodman, Joan E.	Boyds Mills Press	1999		
24	The Napping House	Wood,Audrey	Harcourt Brace and Co.	1984		
25 New Baby						
25	Will There Be a Lap for Me?	Corey, Dorothy	Albert Whitman & Co.	1992		
25	Growing	Pragoff, Fiona	Doubleday & Company	1987	o/p	
25	A Baby Sister for Francis	Hoban, Russell	Harper & Row	1976		yes
25	New Baby	McCully, Emily	Harper & Row Publishers	1988	o/p	
25	Welcoming Babies	Knight, Margy Burns	Tilbury House Publishers	1994		yes
25	Jenny's New Baby Sister	Pryor, Bonnie	Simon & Schuster, Inc.	1987	o/p	
25	Silly Baby	Caseley, Judith	Greenwillow Books	1988	o/p	
25	101 Things to Do with a Baby	Ormerod, Jan	Mulberry Books	1984		
25	Baby Rock, Baby Roll	Blackstone, Stella	Holiday House	1997		
25	Baby High, Baby Low	Blackstone, Stella	Holiday House	1997		
25	Nobody Asked Me If I Wanted a Baby Sister	Alexander,Martha	Dial Books for Yng Rdrs	1971	o/p	
25	To Baby with Love	Ormerod, Jan	Lothrop, Lee & Shepard,	1994		

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25	The New Baby	Mayer, Mercer	Western Publishing Co.	1983		yes
25	Peter's Chair	Keats, Ezra	Harper Collins	1995		yes
26 Problem	**Solving**					
26	Slither McCreep and his Brother, Joe	Jonnston, Tony		1992		
26	The Battle of Sir Cob and Sir Filbert	McAllister, Angela	Clarkson Potter	1991		
27 Safety						
27	Being Careful With Strangers	Petty, Kate	Gloucester Press	1988	o/p	
27	Officer Buckle & Gloria	Rathman,Peggy	G. P. Putnam's Sons	1995		no
27	Dinosaurs Beware	Brown, Marc and Krensky,Stephen	Little, Brown & Co.	1982		
27	Sing a Song of Safety	Kovac, Paul	The Child Safety Media Group	1996		?
27	A Cake for Barney	Dunbar, Joyce	Orchard Press	1987	o/p	
27	Arnie and the Skateboard Gang	Carlson, Nancy	Viking	1995		
27	Hurry Home Little Frog	Dijs, Carla	Little Simon Merchandise	1995		no
28 School						
28	Froggy Goes to School	London, Jonathon	Viking	1996		yes
28	This is the Way We Go to ...	Baer, Edith	Scholastic	1998		yes

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28	Minerva Louise	Stoeke, Janet	Dutton's Children's Bks	1996		
28	Miss Bindergarten Gets Ready for Kindergarten	Slate, Joseph	Dutton's Children's Bks	1996		
28	Spot Goes to School	Hill, Eric	G.P. Putnam's Sons	1984		yes
28	My Teacher Sleeps in School	Weiss, Leatie	Viking Kestrel	1984		
28	Jessie's Daycare	Valens, Amy	Houghton Mifflin Co.	1990		no
28	What Will Mommy Do When	Johnson, Dolores	Macmillan Publishing Co.	1990		yes
28	Will You Come Back For Me?	Tompert, Ann		1988		yes
28	Timothy Goes to School	Wells, Rosemary	Dial Books for Yng Rdrs	1981		yes
29 Security	Objects					
29	The Kissing Hand	Penn, Audrey	Child Welfare League	1993		
30 Self-Esteem						
30A	I Can! Can You?	Adorjan, Carol	Albert Whitman & Co	1990		
30A	Cornelius	Lionni, Leo	Pantheon	1983		yes
30A	Big and Little	Krauss, Ruth	Scholastic, Inc.	1987	o/p	yes
30A	The Best Bug to Be	Johnson, Dolores	Macmillan Publishing Co	1992		
30A&B	I Like Me	Carlson, Nancy	Viking Kestrel	1988		yes
30A	TheMixed-UpChameleon	Carle, Eric	HarperCollins Publishing	1984		yes
30A	Would You Rather	Burningham, John	Thomas Y. Crowell	1978	o/p	
30B	All I Am	Roe, Eileen	Bradbury Press	1990	o/p	
30B	The Ugly Duckling	Hellard, Susan				
30B	Chrysanthemum	Henkes, Kevin	Greenwillow	1991		yes
30B	Quick as a Cricket	Wood, Audrey	Child's Play	1982		yes

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30B	Dandelion	Freeman,Don	Viking Press	1964		yes
30B	The Biggest Nose	Caple, Kathy	Houghton Mifflin Co.	1985		yes
30B	AmazingGrace	Hoffman,Mary	Dial Books for Yng Rdrs	1991		yes
30C	A Color of His Own	Lionni, Leo	Scholastic	1975		yes
31 Sharing						
31	Group Soup	Brenner, Barbara	Viking	1992	o/p	
31	A Cake All for Me	Beil, Karen M.	Holiday House	1998		
31	Share It!	Rosenshontz	Light Yr Entertainment	1992		cass.
31	My Sharing Book	Geilbard, Jane	Board Book Series	1989	o/p	
31	It's Mine	Lionni, Leo	Alfred A. Knopf	1986		yes
31	This is Our House	Rosen, Michael	Candlewick Press	1996		yes
31	That Toad is Mine	Hazen, Barbara S.	Harper Festival	1998		
31	The Popcorn Dragon	Thayer, Jane	Morrow Junior Books	1989		
31	Tom and Pippo Make a Friend	Oxenbury, Helen	Aladdin Books	1989	o/p	
31	He's My Jumbo!	Dubois, Claude	Viking Kestrel	1989	o/p	
31	Little Bunny's Cool Tool Set	Boelts, Maribeth	A. Whitman	1997		yes
31	Snug Bug's Play Day	Dubowski, Mark and Cathy E. Dubowski	Grosset & Dunlap	1997		yes
31	I Can Share	Erickson, Karen	Scholastic	1985	o/p	
31	Sharing Time Troubles	Maccarone, Grace	Scholastic	1997		
31	It's Your Turn, Roger	Gretz, Susannna	YoungReaders	1985	o/p	
31	Everybody Takes Turns	Corey, Dorothy	Albert Whitman & Co	1987	o/p	

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32 Siblings						
32	Baby Says	Steptoe, John	Lothrop, Lee & Shepard	1988		yes
32	Do Like Kyla	Johnson, Angela	Orchard	1990		yes
32	Brothers and Sisters	Senisi, Ellen	Cartwheel Books	1993	o/p	
32	Sara Loves Her Big Brother	Hooker, Ruth	Albert Whitman & Co.	1987	o/p	
32	A Rose, A Bridge, & a Wild Black Horse	Zolotow, Charlotte	Harper & Row	1987		
32	One of Three	Johnson, Angela	Orchard Books	1991		yes
33 Sickness						
33	Going to the Doctor	Petty, Kate	Franklin Watts	1987	o/p	
33	My Doctor	Rockwell, Harlow	Macmillan		o/p	
33	A Trip to the Doctor	Linn, Margot	Harper & Row			
33	Babies Love a Checkup	Roth, Harold	Grosset & Dunlap	1986	o/p	
33	Corduroy Goes to the Doctor	McCue, Lisa	Viking Kestrel	1987		
33	The Berenstain Bears Visit the Dentist	Berenstain, Stan	RandomHouse	1981		yes
33	Madeline	Bemelmans, Ludwig	Penguin	1977		yes
33	Spot Visits the Hospital	Hill, Eric	G.P. Putnam's Sons		o/p	
33	One Bear in the Hospital	Bucknall, Caroline	Dial Books for Yng Rdrs	1990		
33	Who's Sick Today?	Cherry, Lynne	G.P. Putnam's Sons	1988		yes
33	Miss Tizzy	Gray, Libba Moore	Simon & Schuster	1993		yes
33	Arthur's Chicken Pox	Brown, Marc	Little Brown	1998		yes

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33	I Wish I Was Sick, Too!	Brandenberg,Franz	Greenwillow	1976	o/p	
33	Barney is Best	Carlstrom, Nancy	HarperCollins	1994	o/p	
33	One Cow Coughs	Loomis, Christine	Ticknor & Fields Bks	1994		
33	The Glerp	McPhail, David	Silver Press	1995		
33	Boris's Big Ache	Jenkin-Pearce, S.	Dial Books for Yng Rdrs	1988	o/p	
33	Kisses From Rosa	Mathers, Petra	RandomHouse	1995		yes
33	Mommies Don't Get Sick	Hafner, Marylin	CandlewickPress	1995		yes
34 Stealing						
34	The Gold Coin	Ada,Alma	Atheneum	1991		yes
36 Tantrums						
36	The Chocolate-Covered-Cookie Tantrum	Blumenthal,Deborah	Clarion Books	1996		yes
36	The Temper Tantrum Book	Preston, Edna	Puffin Books	1976		yes
36	The Tantrum	Lasky, Kathryn	Macmillan	1993		yes
40 Work						
40	The Very Busy Spider	Carle, Eric	Philomel	1984		
40	The Grasshopper & the Ants					
40	Tops and Bottoms	Stevens, Janet	Harcourt Brace and Co.	1995		
40	The Little Red Hen	Schmidt,Karen				
40	Helping	Winn, Chris	Henry Holt & Company	1985	o/p	
40	Clean-Up Day	Duke, Kate	E.P. Hutton	1986	o/p	
40	Harriet at Work	Maestro, Betsy	Crown	1984	o/p	

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40	Mother's Helper	Oxenbury, Helen	The Dial Press	1982	o/p	
40	Another Mousse to Feed	Kraus, Robert	Prentice Hall Bks	1980		yes
40	Five Little Monkeys with Nothing to Do	Christelow, Eileen	Clarion Books	1996		
40	You and Me, Little Bear	Waddell, Martin	Candlewick Press	1996		
40	Wilfrid Gordon McDonald Patridge	Fox, Mem	Kane/Miller Book Publishers	1984		yes

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Finding the "Right" Book

Teachers, caregivers, textbooks, T.V. personalities, your mom, almost everyone has recommended a book for entertainment or for self-awareness and problem solving.

Many times the book will be available through a bookstore or the local library. But many times the book will become out of print.

Those books that are available are usually one or two years old or a well-known classic that has passed the test of time. The Tale of Peter Rabbit or Goodnight Moon, or Where the Wild Things Are will probably be around for your great great grandchild and their children. But what about that great book about the warthog that learned how to "not worry" so much. Or, that great night time fear book that made the boogie man disappear in the flash of a light switch?

Such books that have been listed or recommended that are several years old have probably gone the way of the cost effective publisher's inventory reduction. They are no longer in print. That doesn't mean these books were not a valuable piece of literature or even "good" literature. It just means that similar newer titles have come into print.

If your favorite title is not available at a bookstore or in library there is very little you can do to find it again. Some book specialty stores will try to find a copy in some warehouse for a price. Amazon.com will make the search for you. But can you wait weeks or perhaps months for the hunt to succeed?

A professional literature specialist such as a public librarian, or a book seller that knows their stock will be able to help you find a very good title that may work just as well for your project, or your talk with your child. Quality literature that is usually recommended by the teacher, textbook, or mom has touched a part of human nature and made the book memorable. The universality of books are what make them so appealing and wonderful. This same quality can be found in newer books.

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The newer titles will show up in book reviews and book discussion circles and even on T.V. and soon make it onto the library or bookstore shelf. You may be fortunate to find THE recommended book in a library since libraries tend to keep books longer than bookstores. But while you are looking, also ask for similar books and see what other great books may come your way.

Written by and reprinted with permission of Anthony Petruzzi, Head of Youth Services,
Morley Library, Painesville, Ohio

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Teachers' Final Gifts for Children

The Big Idea: As educators we make an impression on children that will last their whole lifetime. We may not be able to leave our children with money or things, but we can give them gifts that will make their lives richer. It is important to decide what gifts we wish to give the children we teach.

Things to Do

Think of the teachers you knew. Which of them gave you a gift that made you a better person? For example:

- my first grade teacher gave me little jobs and believed in me so much that I was able to do them and feel good about being helpful. I know I can be responsible because she taught me that.
- my kindergarten teacher taught me that things don't always have to go my way and that I can find ways to deal with my problems.

Think of what gift you can give children that will make them better people and how you can do this. For example:

- I want the children I teach to feel the success of doing things well and to know that success is its own reward. I'll name their successes and help them to celebrate jobs well done.

Teachers Change the World, One Child at a Time

What needs changing? What gifts/strengths/beliefs are needed if people are to make those changes? How can I teach, support and strengthen the children to make the world a better place?

What do you want to leave as your final gift to your children?

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Parents' Final Gifts for Children

The Big Idea: As parents we make an impression on children that will last their whole lifetime. We may not be able to leave our children with money or things, but we can give them gifts that will make their lives richer. It is important to decide what gifts we wish to give our children.

Things to Do

Think of the adults who influenced you the most. Which of them gave you a gift that made you a better person? For example:

- my Dad took the time to listen to me. The gift he gave me was that I know that I am an important person.
- my Mom let me make mistakes. She would help me do my homework but if I had a fit and didn't want to do it, she would let me go to school without it and learn the hard way. She helped me to make good choices.
- my grandmother taught me that things don't always have to go my way and that I can find ways to deal with my problems.

Think of what gift you can give children that will make them better people and how you can do this. For example:

- I want my child to be a caring person. I teach him to be thoughtful of shut-in neighbors and visit sick relatives.
- I want my child to love learning. I have lots of books in the house and she sees me reading and studying and talking to people about what I am learning.

What do you want to leave as your final gift to your child?

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Year by Year: What to Expect, What to Do

Infants and Toddlers

Love has never spoiled any infant or toddler. If a child learns he/she can count on you then he/she will behave for you in later years. Children listen best to those who listen to them.

What to expect, what to do: Infancy

- Food is needed on a regular basis.
- Kisses and hugs are needed regularly.
- Answer, even anticipate, cries.
- Changediapers.
- The baby learns cribs are for sleeping, play pens are for playing, a high chair is for eating.
- Infants learn to do the jobs of eating and sleeping. They begin to discipline themselves.

What to expect, what to do: Six months

- Second guess squirms and movements.
- The infant throws toys and the adult retrieves them.
- For safety, provide security at changing, bathtime, etc.

What to expect, what to do: Nine months

- A childproof environment is needed as the infant becomes more mobile and explores.

What to expect, what to do: One year

- Discipline takes the form of diversion, exchanging one item for another. A "no-nonsense" firm look also helps since YOU are so important to the child.

What to expect, what to do: Fifteen months

- The infant becomes more daring and explores and experiments.

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- Balance of the infants independence and your guidance is extremely important.
- Removing the infant from the source of a problem helps.
- Caregivers working as a team is best.

What to expect, what to do: Eighteen months

- Begin to make rules.
- Speak clearly, make eye contact, hold toddler's hands while getting his attention, repeat often using the same language. Allow a week for the child to learn the rule. Realize other rules may be forgotten as a new one is learned.
- Use praise with the toddler.
- Share praise of the child with other adults and the child will overhear you and benefit from it.
- Correct with kindness.
- Reserve extreme punishment for extreme behavior such as running in the street or playing with fire.

What to expect, what to do: Twenty-one months

- Guide the child with praise for good actions such as sharing a toy or coming when called. Matter-of-fact praise can let the child know you expected this type of behavior .
- Allow the child more and more physical exercise to work off tensions.
- Remember we all need more love at the times of our lives when we're least lovable.
- Use reasonable methods of correction such as Time Out in a specific area. This allows a break for you, too!

What to expect, what to do: Two years

- They can walk, run, jump on 2 feet, tip-toe, and climb. They are very active!
- They can scribble, work a 3- or 4-piece puzzle, string large beads, stack blocks, mold play dough, and paint.
- They can feed themselves, clean-up, and are learning to use the bathroom.

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- They generally play alone, but are beginning parallel play. (I play here with my things next to you, playing there with your things.)
- They don't share well and may be aggressive with other children.
- They are becoming independent and aware of "self."
- Their favorite words are "no" and "me do it."
- They are easily frustrated when they cannot do something.
- They don't like changes.
- They have emotional swings. They can be laughing one moment and crying the next.
- Their self-confidence is building and loose boundaries are needed. Two-year olds need to think they are making their own decisions.
- They will hear the last word you say. If you say "Don't yell", they hear "yell". Instead say, "Please use a voice that's quiet."
- When necessary, give a command after a warning. For example the warning might be: "You need to have that toy away by the time the song is over." The command might be "Your toy needs to go away now."
- Use "please" and "thank you".
- Word the child's choices carefully so the toddler knows they are limited. e.g. "What will you take on your walk, your magnet or your magnifying glass?" rather than "What will you take on your walk?" In limiting choices both the toddler's independence and yours are preserved.
- A change in a basic rule should be rare and should be for a special reason.
- Only you can set the boundaries for your child. You know your own tolerance.
- Corrections for breaking boundaries should be quick, private, without humiliation or roughness and always followed by a kiss within ten minutes.
- Corrections should be directed to the actions and not the child.
- Fighting, sauciness, physical or verbal attacks are not to be approved.
- Help the child learn to work off aggressions with a good dig in the garden, a workout with bread dough, etc.

What to expect, what to do: Two and one-half years

- The toddler is beginning to learn right from wrong.
- The toddler might say "No" while doing something wrong.

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- Don't take the child too seriously.
- Give yourself a break during the day.
- Record what time your child fell apart, how many times you said "no", etc. Try to see the pattern and come up with solutions.
- Suggest something positive when you want the child to behave differently. Instead of saying, "Stop playing in that water" direct her attention to something else; "I think I hear..." " Look at this..." "I wonder if..."

What to expect, what to do: Three-years

- They are self-centered, need to be valued for who they are; need enough freedom to achieve a measure of independence.
- Self-esteem is vital and can be built by affirmation of what a child is and does. Adults must believe in the child's potential as both lovable and capable even through turmoil.
- Provide opportunities for making choices.
- They are sensitive to others' actions, attitudes, feelings, and hurts and to their own feelings
- Show sensitivity to the child's feelings, especially to inner changes taking place during the year.
- They enjoy being with other children and will participate in group play. They prefer solitary activities and "parallel" play with others, and are just beginning to learn to share.
- Help the child learn how to share. It is the basis of generosity and fundamental to love.
- Opportunities to share with each child should be frequent, but respect should be shown for child's own space, friends, possessions, work, etc.
- The environment should provide for self-selected activities and individual play. Patience should be shown toward children who do not want to participate in group activities. With patience and encouragement, they will eventually join in.
- They like interaction on a one-to-one basis; enjoy adult conversation and activities; have a strong attachment to the opposite sex parent; and have a strong hero-worship, especially with their fathers.
- Provide individual attention to each child; child-adult ratio should be small and adults should be present to deal with one-on-one experiences.

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- They show a natural inclination to understand the environment and comply with cultural demands. They want to please and live up to adult expectations. They are agreeable and want to please and conform to requests (until 3 1/2 when their cycles change to a turbulent emotional insecurity. They may become bossy, whiney, and use verbal threats.) They have a strong sense of independence; "Look at what I did" "I'll do it myself."
- This is a good time to teach manners.
- Set clear expectations.
- They need reasons for doing things.
- Give reasons when you can.
- They are ritualistic. Three-year olds like to practice good manners. They like to do things the same way; routine brings feelings of stability and security. They like to pretend.
- Provide a very loving and caring atmosphere of routine and acceptance.
- Activities for each day should be in basically the same order to ensure a feeling of security within each child.
- Encourage dramatic play and make-believe to reveal a child's feelings, perceptions and needs.
- They need time to put words together.
- Adults need to be patient listeners to children's attempts to question and verbalize; no need to "rush through" talking sessions.
- Their attention span is limited (4-6 minutes), but they enjoy simple stories and want them retold with the same sequence and inflections. They may have difficulty in understanding directions and require one brief direction at a time.
- Songs, poems, and stories should be short and simple, repeated often for and with the children.
- Their limited experience brings a need to see, hear and touch lesson-related objects and pictures. They learn by experiencing and imitating, and delight in discovering themselves and the world. They have a developing imagination and love to pretend. They believe all inanimate objects have human traits. They do not understand symbolism and accept everything as concrete reality.
- Allow plenty of sensory experiences, using as many concrete examples as possible, involving children in each activity.

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- Encourage make-believe play by providing props, puppets, dress-up clothes, etc.

What to expect, what to do: Four years

- Their attention span is still short, but increasing. They are developing a good sense of rhythm.
- Four-year olds go through a period of testing "my" world. They test self against peers and siblings.
- In discovering their powers and capabilities, children learn to appreciate themselves as unique and special.
- The child changes quickly so jobs and techniques for rewards will have to change.
- They are nearly self-dependent in routine, but vacillate between dependence and independence. They are brashly self-confident in their own abilities. They let their conscience be the guide.
- Allow opportunities for making choices as a basis for moral development. Self-initiated activities provide for decision-making as well as confidence, sharing, and success. Freedom within limits provides the stable environment children need for emotional security.
- The child needs more special responsibilities, more independenceand more freedom periodically as a reward for responsibility.
- They are emotionally unstable, can be aggressive and explosive; resist regulations and limits on their freedom, and throw fits of rage. They like to make choices, and may begin to see the wisdom of rules.
- Remember, you are in charge!
- They are still self-centered, but may share with a friend. They crave the companionship of peers, but lack social skills. They like group work and planned experiences and usually radiate good sociability. They are less sensitive, less vulnerable, and less demanding with other children They have a broad sense of humor. They hate to be left out of a group and they like parties and celebrations.
- Children should learn to experience and thus cope with many small group situations; possibility of sharing should be present and encouraged, but not forced. Group interaction develops enjoyment of others, "give and take" of community.

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- They are sensitive to the feelings and attitudes of adults; can sometimes show sympathy and comfort. They relate best to their fathers and argue with their mothers.
- Affirm children's friendliness and kindness as good; use every opportunity to assist children to extend their thoughtfulness to others outside the home and the classroom as well as within them.
- The four-year old needs to be the center of attention, fakes bravery, tells lies and plays grown-up.
- Let them know it's OK to be afraid.
- They eagerly looks forward to being five.
- They wonder about everything; have a strong desire to learn; are sensory learners eager for intellectual manipulatives. Their perceptual ability is becoming more acute. They are imaginative and creative and delight in long words, silliness, and rhyming.
- Encourage natural curiosity by providing many sensory experiences.
- Use stories about animals, nature, other children as well as rhyming and nonsense poems, songs and stories; children will join in and repeat refrains.
- They speaks in sentences, but have limited linguistic expression of experiences. They have fluent expression through play. They are able to tell their name, address and phone number.
- Frequently praise attempts of the child. Encourage the child to verbalize as well as express feelings and ideas through the arts. Be there to converse with the child during the creative process.
- Four-year olds are not always able to judge adequately for their own safety. They believe all objects have feelings and inanimate objects have human characteristics.
- Remove safety hazards from the room; set limits on activity areas.
- They are intuitive and come to know things from the level of the heart.

What to expect, what to do: five years

- They need affirmation, approval, and individual attention. They want to do things that other people do. They seek the purpose for an activity, feel a sense of accomplishment in completing a task, finish self-initiated tasks, and take pride in their work. They have their own high standards. They are self-sufficient and self-motivated.

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- Build on children's desire to please others as a first step in deepening a sense of selflessness and concern for others. Support and encourage expanding relationships as a foundation for the understanding of "neighbor" in the broadest sense and of membership in community.
- Keep your cool. Arguments start now. Do not make a big issue out of something small.
- They are friendly and outgoing and certain that everyone likes them. They are generally happy and well-adjusted, have a good sense of humor, and like jokes and tricks. They are learning to be more cooperative in a group, preferring associative play in small groups. Some may still have difficulty in sharing. They seek affection from both children and adults.
- Reassure children through a loving environment and adult presence that they are special individuals who are loved.
- They need considerable freedom in choosing friends and in developing a social relationship between themselves and their teachers. They still need a protective environment.
- Their social contacts have expanded to include many other persons outside the family. They like to role-play adult situations.
- Plan field trips to heighten awareness of the role of other persons in various groups that make up the community.
- They dislike being compared to other children, and may be damaged by this.
- Give individual attention to children by using their names in a positive way, celebrating birthdays, showing acceptance of questions/responses, and giving praise for accomplishments, personal appearance, etc.
- They like to do what others do.
- Assist children in developing a sense of responsibility and service to others by rotating simple chores. Role play service at home and in the neighborhood. Draw attention to those in community who help us.
- Encourage children to make decisions (e.g. how to help a sick friend) as the basis for developing a social conscience.
- They are curious and eager to learn. They learn best through active involvement, exploring the world, and symbols through the sensory mode. They are beginning to distinguish reality from fantasy.
- Plan social activities and celebration which revolve around the changing seasons and various holidays. Be certain to include holidays of all cultures. Allow celebrations to include other family members, friends etc.

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- Assist children in interpreting favorite stories, differentiating real from unreal, and sorting out meanings.
- They can symbolize thoughts through drawings; some may enter the "representative" stage of art, expressing their experiences more realistically.
- Use stories about families, community helpers, holidays. Allow children to draw, paint and otherwise symbolize their own experiences of relationships with people.
- They have a longer attention span (10-15 minutes) and can remember and carry out two or three instructions with gradual development of listening skills.
- Review and repetition are necessary, i.e. presentation of the same theme in different ways using different examples, materials, and activities.
- They talk without infantile articulation; can narrate a long tale; are eager to listen to stories and then retell them in their own words. They may talk incessantly. They enjoy activities that allow an exchange of ideas among children.
- Be a patient listener.
- Allow time for conversation among children.
- They can focus on detail, and are beginning to see things as a whole. In making judgments they don't consider all the evidence, but will focus on one aspect.
- They are able to plan and work on simple projects.
- Brief periods of silence allow children to focus and internalize what has been learned.

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Briggs, Diane. Toddler Storytime Programs. Metuchen, N.J., & London: The Scarecrow Press, 1993.

Parents, teachers and librarians who work with toddlers will find this book useful. It suggests fingerplays, games, crafts, puppetry ideas, songs, books and activities that can be used with various themes. It also has a section with full-size reproducible patterns and flannel board activities. It is gives very easy to follow ideas and suggestions.

Cecil, Nancy Lee, with Patricia L. Roberts. Raising Peaceful Children in a Violent World. CA: Lura Media, Inc., 1995.

An action book for parents and teachers who want to end violence and create a safe, peaceful environment for children - in the home, in school and in the community. Brimming with creative suggestions and down-to-earth examples for teaching children to become peacemakers.

Crary, Elizabeth. Kids Can Cooperate: A Practical Guide to Teaching Problem Solving. Washington: Parenting Press, Inc., 1984.

Resources include excellent games and bibliography to enhance problem solving skills.

Donavin, Denise Perry, ed. Best of the Best for Children. New York: American Library Association, 1992.

Brief abstracts are given of numerous books for children.

Dreyer, Sharon Spredemann. The Best of Bookfinder A Guide to Children's Literature About Interests and Concerns of Youth Aged 2 - 8. Minnesota: American Guidance Service, 1992.

An excellent source for summaries of books. Indicates appropriate age usage as well as listings by topics.

Field, Carolyn W. and Jaqueline Shachter Weiss. Values in Selected Children's Books of Fiction and Fantasy. Connecticut: Library Professional Publication Inc. 1987.

Included are over 700 annotations of books for children of preschool age through eighth grade. Teachers can use it as a guide to select books to demonstrate positive values which help develop skills for decision and problem solving.

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A wide selection of books for children are included. A brief summary of each book is given.

Hewitt, Deborah. So This is Normal, Too? MN: Redleaf Press, 1995.

Kreidler, William J. and Sandy Tsubokawa Whittall, Adventures in Peacemaking Educators for Social Responsibility and Work/Family Directions, 1999.

The book contains practical activities to teach conflict resolution to young children.

Kreidler, William J. Teaching Conflict Resolution Through Children's Literature, New York: Scholastic Professional Books, 1994.

Books to reinforce and extend conflict resolution concepts are given with suggestions for introducing the books, discussing them, and using follow-up activities.

LaForge, Anne E. Tantrums: Secrets to Calming the Storm. New York: Pocket Books, 1996.

This book on temper tantrums helps the reader understand the source of tantrums and helps the readers to manager their own reactions as well as help the child stay in control.

Levin, Diane E. Teaching Young Children in Violent Times: Building a Peaceable Classroom. Philadelphia: New Society Publishers, 1994.

Lipson, Eden Ross, ed. The New York Time's Parent's Guide to the Best Books for Children. Times Books, Random House, 1991.

Summaries are given for the many titles included in this publication.

Luvmour, Sambhava and Josette. Everyone Wins!. Philadelphia: New Society Publishers, 1990.

Contains many ideas for cooperative play.

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MacDonald, Margaret Read. Bookplay: 101 Creative Themes to Share with Young Children. Connecticut: Library Professional Publication, an imprint of The Shoe String Press, Inc. 1995.

Margaret Read MacDonald provides 101 tested and proven 45-minute sessions grouped into thematic units. Each program offers a combination of songs, books or poems, activities, films, art or craft fun, and follow-up ideas.

Oehlberg, Barbara. Making It Better: Activities for Children Living in a Stressful World. Redleaf, 1996.

Activities are designed to help children who have witnessed violence in their lives.

Payne, Lauren. We Can Get Along: A Child's Book of Choices. Minnesota, Free Spirit, 1997.

This book describes how people feel when they get along and when they don't and explains that one can control how to react in both kinds of situations. This book can be used by an adult and explained by the adult.

Raines, Shirley, and Robert J. Canady. Story S-t-r-e-t-c-h-e-r-s For the Primary Grades: Activities to Expand Children's Favorite Books. Maryland, Gryphon House Inc. 1992.

This resource gives brief summaries of books to use with children as well as numerous ideas for expanding the concepts in the books. It also suggests other books on the topics. Although written for the primary grade, many of the books and ideas can be used with preschoolers and kindergarten students.

Raines, Shirley, and Robert J. Canady. More Story S-t-r-et-c-h-e-r-s: More Activities to Expand Children's Favorite Books. Maryland, Gryphon House Inc. 1991.

This was written specifically for use with three, four and five year olds. Ideas are given for activities to use to stretch the stories. A summary of each story is suggested as well as other stories on the same theme.

Saifer, Steffen. Practical Solutions to Practically Every Problem MN: Redleaf Press, 1990.

Schiller, Pam and Thomas More. **Where Is Thumbkin?** Maryland, Gryphon House Inc., 1993.

This resource contains unit themes and ideas. It contains ideas for curriculum extensions, related books for use with children as well as related records and tapes.

Schmidt, Fran and Alice Friedman. **Peacemaking Skills for Little Kids**. Florida, Grace Contrino Abrams Peace Education Foundation, Inc., 1993.

Art, music, stories and nature activities are suggested to reinforce the learning of peacemaking skills.

Slaby, Ronald G., Wendy C. Roedell, Diana Arezzo and Kate Hendrix, **Early Violence Prevention Tools for Teachers of Young Children**, National Association for the Education of Young Children, Washington, D.C., 1995.

Based on the latest knowledge on early violence prevention and effective teaching strategies, the book describes practical ways to handle children's aggression. They show us how to help children become neither aggressors nor victims, but assertive and nonviolent problem solvers.

Smith, Charles A. **The Peaceful Classroom** (162 Easy Activities to Teach Preschoolers Compassion and Cooperation). Mt. Rainier, Maryland: Gryphon House, 1993.

Activities, organized by age and skill, are suggested to encourage cooperation, teamwork, and sharing. This cooperation and compassion promote friendship and respect for others. A highlight of this book is that it offers suggestions to include parents to extend the learning experiences at home.

Thomas, Rebecca L. **Primaryplots.** R. R. Bowker. 1989.

Primaryplots is designed to serve as a guide for teachers and librarians. It focuses on picture books between 1983 and 1987. It includes plots, thematic material, book talk and activities as well as related titles.

Trelease, Jim, **The Read-Aloud Handbook**. New York, Penguin Books, 1995.

This work contains practical advice on making books come alive for children. It includes an annotated list of books which children enjoy.

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Baby Alive

Child Safety at Home

DEATH:
WHAT CHILDREN UNDERSTAND AND HOW THEY COPE

THE BIG PICTURE: Almost all young children experience death in some way, whether it is the death of a loved one, the death of a pet, or seeing a dead flower, animal, or bug. It is up to the parents and teacher to help the child understand the death and deal with it in a healthful way.

The 3-5 Year Olds' Understanding of Death

- Children may believe death is reversible; there is a cure for death.
- Children may not see death as something permanent. They may wonder when the person is coming back.
- Children often associate death with inanimate objects. When a toy breaks, they might believe that it is dead.
- Children take explanations literally. When an adult tells the child that the person has "gone on to a better place" the child will think that the deceased has merely moved or gone on a trip.
- Children may believe that when someone or something dies, they are only sleeping.
- Remember that children take these phrases literally. They could become afraid of going to sleep or worried when a parent goes on a trip.
- Observe the children and their behaviors to help you determine what they can handle and what they need.

Helping Children Cope with Their Feelings

- Do not be afraid to show your own feelings and emotions. As the teacher, parent or caregiver, you are a model of how to grieve and cope.
- Let children know that their feelings regarding the death are okay. It's all right to cry, but it is also all right not to cry.
- Provide a safe and comfortable environment where children are able to share their feelings.
- Do not force a discussion of the death. Let the children discuss it when they are ready.
- Welcome and try to answer all questions that the preschoolers ask. Keep in mind that their questions are not silly, cute, or stupid.

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- Children deal with their feelings through play. Have a variety of art and dramatic play materials available, as well as blocks and a sensory table.

Questions a Preschooler May Ask

- When will he/she/it be coming back or waking up?
- How did he/she/it die?
- Can he/she/it still eat, watch TV, etc.?
- Where did he/she/it go?
- Will it happen to me? Will my mom, dad, grandpa, etc. die?

Children's Concerns

- Because children are egocentric, they may believe their thoughts caused the death and that death may happen to them or a loved one. For example, if the child said something mean to a person and then that person died, the child would think the mean words caused the person to die.
- Children will make connections between how the person died and other experiences in their life. For example, if a child were told that someone who had stomach cancer died because of terrible stomach pains, the child may worry the next time he/she or someone he/she knows has stomach pains.

Activities for Helping a Preschooler Deal with Death

- Hold a funeral for a pet, animal, plant or insect. Let the children help in the preparations and funeral itself. Encourage them to share stories or make comments at the funeral.
- Have the child attend an actual funeral or memorial for a loved one. Before attending, prepare the child for what will happen at the service and explain that some people may cry and that it is okay for them to cry if they want. Allow the child to participate if he/she wants to and leave if he/she feels uncomfortable. Read children's books dealing with death to the preschoolers.
- Have the children plant something to remember the deceased or release balloons.
- Let the children make a collage or picture of the deceased person.
- Have the children put their memories or stories of the deceased in writing, on a tape recorder or video tape. Take a field trip to a local

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cemetery with the children. Don't be afraid to let the children run around and climb on the graves. This is how they learn!

- Don't wait.
- You don't have to wait until someone or something dies to approach the topic of death!

What To Do When Telling Preschoolers About a Death

- Tell young children simply and honestly. For example, "Mr. Smith died in a car accident this afternoon. The doctors tried to help him but they couldn't. He died."
- Explain the death from a biological standpoint, discussing the illness or accident. Reassure them that not everybody who has illness or an accident will die.
- Use concrete facts when discussing the death. Avoid using phrases like "passed away," "left us," " went on a long trip," or "went to sleep."

Developed by Kelly Monroe, Bowling Green State University, Bowling Green, OH. Submitted by Barbara K. O'Donnel, Ph.D., Education Department. Reprinted with permission.

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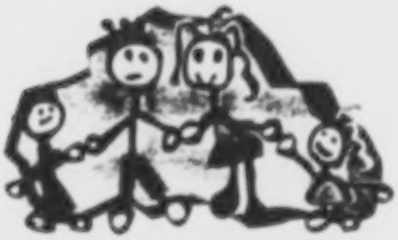
Learning Skills of Peace
Through
Every Day Conflicts



Practical Activities and Resources for Families, Teachers and Other Caregivers

This document is a publication of
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For additional information or resouces please contact
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1 ANGER AND AGGRESSION

THE BIG PICTURE: Anger and aggression are normal for children. These feelings must be controlled and directed in acceptable ways. Children have to learn how to balance their own needs with the needs of others.

Things To Do For You

- Let your child know that feelings of anger are all right.
- Never hit your child when you are angry. It hurts them and it scares them. It also teaches them that violence can be used to solve problems.
- Hearing adults yell and scream in anger can be hurtful to your child. Learn your "hot spots" - the things that make you angry. Find ways to keep them from being pushed and to cool down when they have been pushed.
- Let your child see how you as the adult control your anger. Say, "I am angry right now. I have to calm down before I talk to you about that."

- Be willing to tell your child that you are sorry for hurting, scaring, or being unfair to him or her. Talk things out after you have cooled down.

Things To Do For Your Child

- Let your child know that it is OK to be angry or hurt, but it is not OK to express anger in ways that are hurtful, and it is not necessary or OK to be angry all the time.

Cool Off and Talk It Out

- Plan with your child what he/she can do when angry.
- Allow your child to express anger physically in non-hurtful ways, such as running around the yard or throwing a ball.
- Help your child create a "Cool Off Place". Put in it items that will help your child calm down, such as music, dolls, a special blanket, stuffed animals, paper, crayons, paints, clay.
- Help your child name his feelings.
- Teach her to say, "I don't like it when you do that. Please stop."

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2A ART

THE BIG PICTURE: Children love art. Art can help them learn to use their imaginations and time well. There is less conflict if there can be "mess" without stress.

Make a special art area

- Have clothes that can get messy, like old shirts, smocks or aprons.
- Keep art materials in a special area: a box, a desk drawer, somewhere near a sink and a waste basket. Have containers for various types of art materials... paper scraps, sequins, pompoms, felt, ric-rac, etc.

Making art fun and easy

- Save old shower curtains or plastic tablecloths to use as dropcloths.
- Use water-color paints.

- Use washable glue. Put a small amount of glue in a paper cup.
- Have your child use a coffee stirrer, Q-tip or toothpick to put glue on.
- A drop of liquid soap in paint makes clean up easier.
- Cleaning up the art area can be part of the fun. Make up a poem or song to use as you clean up before the art work is displayed.
- Don't "fix" your child's art. If you do, it is no longer his or hers.
- Don't give false praise, such as "It's beautiful." If it isn't the child probably knows it. Instead you can say honest things such as "I love the colors you chose" or "That was an interesting idea you had."

Make a special place to display the art

- Display the art on the refrigerator or the door of your child's bedroom.
- Have your child make a sign that says "Art by..."

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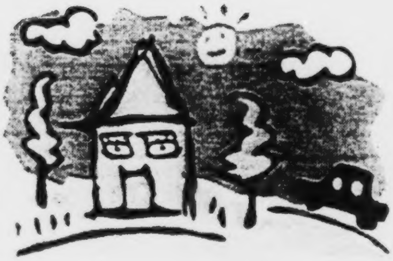
2B ART ACTIVITIES

THE BIG PICTURE: Art can help children express their feelings in a positive way and feel good about learning and making new things. Doing art together can be a fun way for families to share good times.



Mixing colors

Use paints, markers or food coloring to show what happens when the primary colors are mixed. While mixing the children can say:

Mix RED and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix BLUE and YELLOW, a pretty shade,
Can you tell the new color you've made?
Mix RED and GREEN, a pretty shade,
Can you tell the new color you've made?

Fingerplay

Fingers, Fingers (Use your fingers to show the action of each sentence)
Fingers, fingers everywhere, fingers drawing little squares.
Fingers drawing circles round, fingers drawing without a sound.
Fingers drawing rectangles, fingers drawing little bangles.
Fingers learning how to snap, fingers help clap, clap, clap!

Book Activities

Read Not in the House, Newton by Judith Heide Gilliland (1995). Have your child tell a story through drawing.

Introduce collage making by sharing the book Lucy's Pictures. Have your child collect things that can be felt: buttons, twigs, pieces of cloth, leaves, etc. and use them to make a picture.

Activities suggestions were created by the Youth Services Office of Akron -Summit County Library and reprinted from Kits for Kids with permission.

BAD DAY

THE BIG PICTURE: Children need to know that they can choose not to be sad or angry when things don't go well.

Things to Do

- Parents can model taking difficult things well. On those days that nothing goes right, hearing you say "Tomorrow will be a better day, right?" helps your child know he, too, can take things in stride.
- When a child is having a bad day ask, "What can we do so tomorrow will be better?"
- Act on your child's suggestions or make some of your own that will help things go more smoothly for her.

Backward day A sense of humor helps to turn negative days around.

- Tell your child that some days just seem to start out backwards and the backward day can help them rememberthat sometimes, when nothing seems to go right, we can just laugh about it.
- Have a backwards day. Invite your child to wear hats or jackets backwards, count backwards, walk backwards, eat breakfast foods for lunch, dessert first, play games backwards, etc.

Use Puppets

- Encourage your child to talk about the bad day, using puppets. The child can play more than one part or help you to know how to act out the part of some of the other people in her day.
- Use the puppets to do some problem solving about what could have or will make things better.

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4

BAD LANGUAGE

THE BIG PICTURE: Through TV or friends, children often learn words that their own families do not feel are good for them to use. Very often the children do not even know what the words mean. Parents can help children learn acceptable words to use.

Things You Can Do

- Model good language. Clean up your act if needed.
- If you slip and say a bad word, tell your child you have to change a bad habit. Ask him what you could have said instead.
- Ask their help. "If you hear me say that again, will you help me stop by saying "Ooops!"
- Remember, children often repeat words they hear or words they think they hear. Often they have no idea what they mean.

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Things To Do For Your Child

- If a toddler uses a bad word, ignore it. Probably it won't be repeated.
- When your child uses a bad word let her know it is not acceptable.
- Help your child think of another word or phrase to use. For example, he or she could say, "I'm so mad I could lift a car" or "I'm enraged and furious." Children enjoy using big words. Be sure to explain what they mean.

- Teach your child that unkind or bad words can really hurt. Say, "That word upsets other people when they hear it. Let's find a different way to let them know you are angry."
- Help your child to name the emotion she is expressing.
- Help your child learn other ways to express that feeling without using bad words. An activity such as riding a bike or reading a book, can help get rid of negative feelings.
- Do not embarrass the child if he or she uses a bad word in public. Just quietly correct the misbehavior as you would at home.

5A BATH TIME FEARS

THE BIG PICTURE: Some children have fears of taking a bath. They might not have the words to name their fears, but there are ways parents can make them feel safe.

Things to Do

- Be patient if your child is fearful. These fears are real!
- Practice bath time: let your child play in the sink with toys/bubbles. Then have your child pull the plug on the drain to watch the water go down. Explain what is happening and that the toys do not go down the drain.
- Show your child that large objects, sponges, toys, and children can't go down the drain of the bathtub - only water.
- Be very careful to make sure the water is not too hot or cold.
- Play some relaxing or favorite music during bath time.

- If the drain opening is large, tie a washcloth over it or buy a cover so that fingers and toes don't get stuck.
- Fill the tub before your child gets in. Sometimes rushing water makes children fearful.
- Never leave a small child alone in the bathroom, not even for a moment.
- Make bath time fun. Use toys and bubbles. Use a soft mitt for washing.

Play ***Bathtime Magic*** by Joanie Bartels (Discovery Music, 1989). This tape contains waterplay songs. The words are enclosed with the audiotape.

Teach your child **Bath Time**
After a bath, I try, try, try to wipe myself dry, dry, dry. (Rub upper arms)
Hands to wipe, and fingers, and toes, (Hold hands out, palms up, point to toes)
Two wet legs and a shiny nose (Hands on thighs, then point to nose)
Just think how much less time I'd take
If I were a dog and could shake, shake, shake! (Shake body)

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5 BATH TIME

THE BIG PICTURE: Bath time can be an enjoyable time for both the child and the parent. Safety should always be most important.

Things To Do For The Child Who Doesn't Like to Bathe

- Let siblings bathe together.
- Small children might feel more comfortable bathing in the kitchen sink.
- Let your child have her doll take a bath with her.
- Use bath toys.
- Use a soft wash cloth, a mitt, a sponge or a puppet.
- Share a book:

In I Can Take a Bath by Shigeo Watanabe, Bear does not want to take a bath but learns it is fun. In No Bath Tonight by Jane Yolen (Harper & Row, 1978) Jeremy learns to make Kid Tea.

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Getting Clean

- Use small bars of soap.
- Wash first and let your child play later.
- If your child washes himself do not wash him again. Practice will help him get better at the job.
- Make up a bath song. For example, sing
  Back, shoulders, knees and toes, knees and toes
  Back, shoulders, knees, and toes, knees and toes
  And arms and legs and face and nose
  Back, shoulders, knees and toes, knees and toes
  to the tune of ***Head, Shoulders, Knees, and Toes***
- Tell your child how clean she looks and smells.
- Hang a low mirror so your child can see himself/herself.

Having Fun

- Let your child blow bubbles in the tub.
- Use a "soap crayon" for drawing on the tub.

6 *NIGHTTIME FEARS*

THE BIG PICTURE: Fears at nighttime are normal for a young child. There are ways to help your child feel safe.

Things To Do

- Talk to your child about the source of her fear. Was it something she saw on T.V., heard a grownup talking about, or heard in a storybook? Things children misunderstand cause great fear.
- Talk with your child about night sounds and name what they are.
- Leave a night light on in the hall or in the bedroom. Be careful of shadows with lighting.
- Let your child know where you will be and what you will be doing.

- Pray with your child for a peaceful night.
- Leave the bedroom door open a crack.
- Hang a "dream catcher" in the room to catch only pleasant dreams.
- For small children have a teddy bear or some favorite animal stand guard on the dresser.
- Use a feather duster to dust away the monster tracks.
- Allow the child to help search the room to see that it is safe. Join him in looking under the bed and in the closet.
- Have the child draw a picture of the monster and put it in the garbage with a brick on the top until the garbage man takes it away.
- Be careful about the adult conversation the child might overhear.

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7A

THINKING ABOUT BEHAVIOR

THE BIG PICTURE: Young children have to learn to have control over their own bodies and their lives. Parents hope to give them lasting values and help them develop self-control. It is important to think about what we expect so that we can be consistent.

Things To Think About

- "Is what I am doing working?"
- "How important is this?"
- "What am I teaching my child by doing this?"
- "Is this about what my child is doing or about my embarrassment?"
- "Has my child had a chance to move and use his or her energy?"

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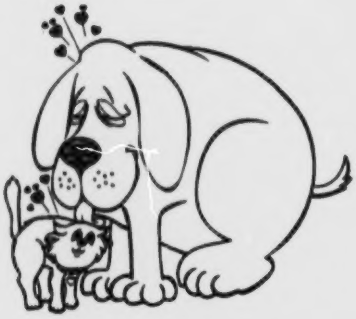
Things To Do

- Give the child unconditional love. (Behavior does not change your love!!)
- Keep a sense of humor.
- Be patient!
- Do not embarrass the child.



Let Your Child Know What You Expect

- Say what you mean, and mean what you say!
- "No" means "No" (not maybe or later).
- Set clear, realistic limits.
- Keep rules simple and do-able.
- Help the child learn natural consequences for his or her actions. For example, if you have a rule that your child needs to put toys away before dinner time, the consequences for not doing so can be no dessert.
- Keep the number of rules small.
- Be consistent and follow through.
- Be fair. It's easier to let a quiet pleasant child bend the rules than the noisy, active child, but it's not fair.

HELPING CHILDREN WANT TO BEHAVE

THE BIG PICTURE: Praising children for good behavior and naming the positive things they do helps them want to behave well.

Catch Your Child Being Good

- Do not expect your child to be perfect.
- Praise your child's attempts and efforts often and do it sincerely. Children know when you are just saying but not meaning the words.
- When your child behaves well tell the child that his or her behavior is good. Tell what the good actions are...be specific! "I love the way you cleaned up after yourself by putting your puzzle on the shelf!"
- Let the little things go. If you are consistent most of the time, it's OK to understand that a child might be overly excited or silly sometimes.

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Reward Your Child's Efforts To Behave

- Rewards can be as simple as a hug, a sticker, time with a parent, the choice of a special activity, staying up 15 minutes later, etc.

- Rewards should be given right after the good behavior.
- Rewards can help the child develop a good behavior.
- Have the child help you decide what to work on and what the reward will be. Try for one change at a time.
- Rewards can be given for improvement and effort.

Use Positive Language

- Remember to say "thank you" for cooperation.
- Word instructions in a positive way. For example: "Please walk" rather than "Do not run." or "Please use an inside voice" instead of "Don't yell."

Read: **Happy Healthkins** by Jane Belk Moncure (The Child's World, 1982) is a picture book that highlights behavior. Read how Mama Bear plans to correct her family's rude behavior in **The Berenstain Bears Forget Their Manners** by Stan Berenstain and Jan Berenstain, Random House, 1985.

7

BEHAVIOR: DISCIPLINE

THE BIG PICTURE: The goal is to have your child behave when the adult is not around!

Keep the Rules Simple and Clear

- If possible, have your child make the rules with you.
- Discuss the reason for the rule. "Why do you need to keep your toys off the steps?" "Why do you need to put your toys away at night?" "Why don't I want you to make a fuss when we are shopping?"
- Let the child know how what he or she is doing affects others. Say, "When you scream, it hurts my ears," or "When you push Cassie on the slide, she feels angry."
- When a child misbehaves the adult can use "I" messages. Say, "I feel frustrated when you do not hang up your clothes. The clothes get wrinkled and dirty and I have to wash them all over." The child knows you control your own feelings when you use "I" statements.

Offer Positive Choices - But Only choices You Can Live With.

- Give your child choices. Say, "Do you want to walk to the car or shall I carry you?" "You can take two bites of everything on your plate or you can skip dessert."

Follow Through, Mean What You Say.

- Be gentle but firm.
- Use a calm voice.
- Use a quiet voice.
- Avoid power struggles.
- Don't argue with your child.
- Allowing your child to make deals, "I'll do what you want if you give me what I want" is not a good idea.
- Give your child another chance later.

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7 DEALING WITH MISBEHAVIOR

THE BIG PICTURE: Children act out for many reasons. Being calm and consistent helps to keep the situation from getting worse and helps the child learn from it. Saying No does not help a child know what he or she CAN do.

Set Limits

- Review your expectations for your child's behavior and the consequences for misbehavior ahead of time; for example, "I expect you to stay seated in the cart while we're at the store today. If you climb out we won't be able to get your favorite cereal."

Keep To the Limits You Have Set

- Use NO when something is unsafe for your child or others.

- Use alternatives to NO. Say, " I know you really want that toy but we can't get it today. I know you are angry you can't have it." You can then help your child to think about something else. "What game are you going to play when Daniel comes over?"
- Show your child another behavior.
- Redirect the child. Say, "It looks like you enjoy kicking. Let's find a ball you can kick" or "It looks like you enjoy playing with Patty's doll. Would you like help in finding one for yourself?"
- Always follow through with the consequences and rewards you have promised.
- Use Time Out when your child is upset and having a hard time calming down.
- Use Time Out for situations or behavior that you consider serious. For example if your child hits, pinches or bites another child.

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9

ACTIVITIES FOR BROTHERS AND SISTERS

THE BIG PICTURE: The activities parents do with their children can help them be grateful for one another.

Fingerplays: Hold up one finger for each person in the family. You may want to change the rhyme to the number of family members who live in your house.

How Many?
How many people live at your house?
One, my mother.
Two, my father.
Three, my sister.
Four, my brother.
There's one more, now let me see.
Oh, yes, of course. It must be me!

The Family
This is my father
This is my mother.
This is my brother.
This is my sister.
This is the baby.
Oh! How we love them all!
(clasp fingers together)

Family Book: Have the children make up good stories about each other, either real or make believe. Have them draw the story or tell it to you so that you can write it down for them. Make a Family Book of the stories.

Family Wreath: Trace the hands of everyone in the family. Use colored paper or color the hands when they are done. Cut the hands out and paste them to a cardboard circle so that they overlap a little. Cut out the middle, add a bow, and hang your wreath.

Talk about Books

Read The Baby Sister by Tomie de Paola. Talk about what's good about having sisters and brothers. Geraldine First by Holly Keller (Greenwillow, 1996) helps children know that younger children act like them because they look up to them. Being a big brother or sister is a special job.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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10

BITING

THE BIG PICTURE: Children bite for a number of reasons. They may bite to communicate, let out feelings, or get attention. It could be that they are over-stimulated, stressed or frustrated. Or they may be biting in play or affection.

Think about it

- Try to learn what triggers the biting.
- Try to figure out when the biting behavior occurs. Is your child hungry or tired? Is there a problem between your child and the person being bitten?
- Look at the feeling your child is displaying when biting.

Act quickly Respond quickly and firmly. Say, "No! No biting!"

- Remove your child from the situation and give your attention to the person who was bitten, washing the area and making sure the person is OK.

Teach about biting

- Never bite your child back in order to teach her it hurts. All that does is make children think that biting is something that is acceptable to do.
- If you think your child doesn't understand that it hurts you can ask him to gingerly place his teeth on his own arm to see how it feels.
- Be careful not to call your child a "biter" - she will live up to it!
- Explain that biting hurts, using no more than one word for each year of your child's life. Two year olds can be told, "Biting hurts." Three year olds can be told "That hurt *Child's Name.*"
- Let the "biter" keep a small bag of carrots in his pocket. Encourage your child to use words when angry and then bite the carrot.
- Problem solve: Ask your child what she could have done instead of biting. "Next time you want Tanya to move what can you do? Can you ask her?" or, "You and Tyler both want the truck. Can you play with it together?"

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11A HELPING CHILDREN IN THE FAMILY GET ALONG

THE BIG PICTURE: When there are two or more children in a family there will be some arguing. Sometimes a child is jealous of the love and attention another child gets from a parent. At other times there are normal conflicts that happen when living close with others.

Help Each Child Feel Important

- Treat each child fairly. Fairly doesn't necessarily mean equally. Each child has his/her own personality and needs. One child may need more attention in one area than another.
- Spend some time alone with each child. Have a "date" and do something special with each child on a regular basis.
- Never compare your children. "Steve did much better on his dinner."

- Treat each child as an individual. This may mean having a later bedtime for older ones, complimenting them in different ways, giving gifts according to interests, etc.

Help Each Child Feel a Part of the Family

- Be sure each child has a private space or private time.
- Strengthen the children's relationship with each other early by stressing how special each is to the other, how good each is to the other, and how important each is to the entire family.
- Plan family activities that are fun. Games, parties, picnics and outings help the children enjoy being together.

Read a story about a parent's love for her children such as I Love You the Purplest by Barbara Jones (Chronicle Books, 1996) in which two boys discover their mother loves them equally, each in a different way.

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11B PREVENTING CONFLICTS BETWEEN CHILDREN

THE BIG PICTURE: Conflict is natural, and conflicts will happen even in the best of families. Parents can prevent some unnecessary conflicts with some thought, planning and listening.

Things To Do

- Be very careful to say positive things about the relationship. "You two play so well together!! It is neat to have a friend right in your house!"
- Children will usually behave as adults expect them to. Expect that they will get along. When they don't, be careful of your words. If you say, "You two will never get along," that's what your children will live up to.
- Catching them being good and rewarding good behavior often helps children to choose to behave well more often.

- Surprise your children with a treat of some kind if they can play together for the afternoon without fighting. The "treat" might be a game with you, a trip to the park, staying up fifteen minutes later, etc.
- Limit TV watching until all can agree on the program. The children can either agree on one show or agree to take turns choosing.
- Put an older child in charge of young child/ren as little as possible.
- Don't make an older child responsible for the younger child's behavior. It is difficult enough to be responsible for oneself.

Help Children Solve Their Own Conflicts

- Refuse to be the police, judge or jury. Remember, it takes two to fight.
- Do not allow tattling unless the behavior is serious or someone is going to be hurt. To break your children of the habit of tattling, tell them that they have to tell you something good about the other child first.

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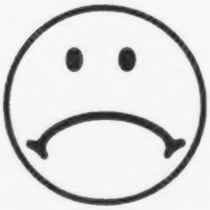
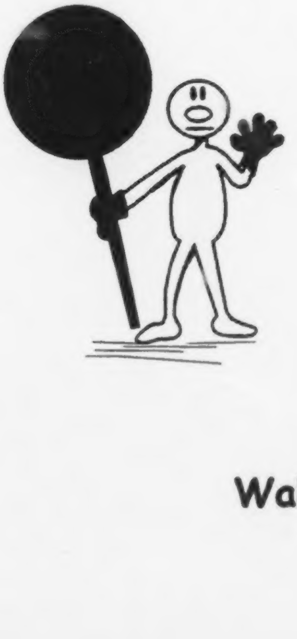
I don't like it when you do that!





Please stop.

Walk away.

I feel ___ when you _____!

Please stop.

Walk away.

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11 SOLVING CONFLICTS IN A FAMILY

THE BIG PICTURE: Children often try to get their parents' attention by fighting. Teaching children how to solve their own conflicts and giving them positive attention for doing so makes the home more pleasant and shows children how to get along with people.

Walk Them Through the Steps:

Put the other side of this card on the refrigerator. When there is a conflict between your children, ask them if they will listen to each other and take turns. If yes, walk them through these steps

1. Tell *Jamie* what happened and how you feel.
2. Tell *Kim* what happened and how you feel.
3. Both of you tell what you think will solve the conflict.
4. Decide what will be fair, solve the conflict, and work for both of you.
5. Agree to do it.

We Can Solve It!

Cool off.

Talk and listen.

Listen and Talk.

Think of ideas.

Choose one.

Do it!

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1 2 CULTURAL DIVERSITY

THE BIG PICTURE: Teaching your child about cultures helps him take pride in his culture and respect people of other cultures.

Things to Do

- Be open and honest with your child. Answer questions about race and ethnic background.
- Be careful not to pass on your bias and prejudice.
- Help your child develop a sense of pride in her own culture.
- Explore differences of all kinds. Learn about traditions and foods of many cultures.
- Read stories about other cultures.

- Model openness to various types of families: single families, mixed-race families, grandparents etc.
- Give positive role models in all races and sexes.
- Bring co-workers of other cultural backgrounds into the home.
- Use any chance you have to do fun things with a family of another cultural background. The following activity would be good for such a gathering.

Painting

Find flesh tone paint. Mix portions of the colors until you find one that matches each member of the family or gathering. Help each person to name their unique color: "I'm part honey brown and part sandstone." Mix enough paint so that all present can paint their faces in their fleshtone. Trace life-size drawings of each person which they can dress and paint.

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1 0 *DEATH*

THE BIG PICTURE: Throughout life children will suffer the death of friends, family and pets. These losses can be difficult for your child. Supportive adults are essential for your child at these times.

Things to Do

- Do not be afraid to let your child know you are sad too!
- Remember that your emotions are fragile now, so be gentle with yourself and with your child.
- Do not tell your child he/she has to "take care of mommy now!"
- Understand that your child's feelings of loss are real.
- Know that your child may "act out" in negative behavior because she does not know how to express her feelings.

- Listen to your child.
- Allow your child to express anger.
- Help your child find ways to express his sadness.
- Allow the young child to decide how much he/she wants to be part of the experience at the funeral home.

Remember the loved one

- Help your child remember good things about the person who died and try to imitate those qualities.
- Do something with your child that the person who died liked doing with them. For example, read him/her a story, have a special ice cream treat or play Uno.
- Read **A Pillow for My Mom** by Charissa Sgouros. Find something of the loved one the child can keep.

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14 *DISABILITIES*

THE BIG PICTURE: Many children need to learn to cope with a condition that some call disabling. How adults help them think about it can make the difference between a child who is disabled and one who is "other abled."

Things to Think About

- The child is more than the disability. How do I want my child to think about him or herself? How do I want others to think of my child?
    - Name for yourself the strengths and gifts your child has.
    - Think of ways you can let your child think of himself or herself as a person with those gifts.
- Think of the condition as a challenge instead of a problem. Living with it can bring out all kinds of strengths in your child.

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What to Share with Your Child

- Make a list of strengths your child has. Share with your child the things he/she can do well as well as the challenges he/she may face.
- Gather other members of the family and help them name the strengths and challenges each has.
- Tell the story of famous people such as Teddy Roosevelt, Beethoven and Helen Keller who had challenges that made them very strong.
- Ask your child if he or she can name some others such as Stevie Wonder or Jim Abbott, a one-armed baseball pitcher with the Chicago White Sox.
- Give your child words to explain. "My eyes don't see that far away."
- When others are unkind to your child, help him respond by saying what he doesn't like. "I don't like it when you *call me four eyes.* Please stop."
- Be careful that you or your child doesn't use the disability to excuse bad behavior or a lack of responsibility. Your child is more than the disability.

15 DIVORCE OR SEPARATION

THE BIG PICTURE: A child's security is shaken by divorce or separation. Adults can help.

Telling your child

- Talk to your children about the divorce. It is best when both parents can be there and can talk calmly.
- Be sure they know you love them **and will always take care of them**.
- Your children will feel guilty and responsible unless YOU, the parent, let them know they didn't cause it and they can't fix it.
- Younger children should be told close to the time that a parent will be moving out. Let the child know when he or she will see that parent next.

Supporting your child

- Let your child talk about feelings...LISTEN.

- Ask your child about worries and anxieties.
- Your child needs your support. Be careful not to lean on him or her.

Involving Others

- Do not criticize the other parent.
- Post your ex's photo and phone number on the refrigerator.
- It's unfair to ask a child to choose one parent over the other.
- Be generous in letting your child be with the other parent.
- Let your child see both sets of grandparents.
- Let your child's teacher know what is happening so all can work together.

Be Prepared

- Remember it will take a year or two for the child to adjust.
- Be patient with emotional reactions or childish behaviors such as thumbsucking or bedwetting.

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15 DIVORCE: BOOKS TO HELP TALK ABOUT IT

THE BIG PICTURE: Divorce or separation can be a source of conflict within and among all members of a family. Books can sometimes make it easier for parents and children to talk about it.

In Dear Daddy by John Schnidel et. al. (1995), a young boy keeps in touch with his far away father by writing to him. Encourage your child to write or create pictures to send to the their other parent.

It's Not Your Fault, Koko Bear by Vicki Lansky and Dinosaurs Divorce by Laurene and Marc Brown are books that help both parents and children think about all the issues and feelings that are part of divorce or separation.

Shared parenting means different homes and customs for a child. If you are involved with shared parenting, read Priscilla Twice by Judith Caseley (1995) with your child. Discuss what your child likes best about both homes. What would she like the home to be like when she grows up?

Sometimes after a divorce, a child's mom breaks up with a boyfriend, which can be as painful as a divorce. If this has happened at your house, share **Mommy and Me by Ourselves Again** by Judith Vigna and Ann Fay (Albert Whitman & Sons, 1987) with your child. Encourage your child to talk about her feelings by talking about the feelings of the little girl in the book.

Sometimes a parent remarries, and that can cause bad feelings. In **My Wicked Stepmother** by Norman Leach, a boy prefers to think of his new stepmother as a fairy tale wicked witch until he realizes she is a person with feelings too. Talk with your child about grownups' feelings and the importance of thinking about others as well as yourself. If there is a step-parent in your family, make a list of the nice things they have done for or with your child. Talk about their good qualities.

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16 DRESSING

THE BIG PICTURE: Children want control and at the same time they want to be cared for. Having a say in what they wear helps them gain independence and self-esteem. Planning ahead saves early morning dressing problems.

Remember

- Remember the first time you did something... shaved, put on make-up, curled your hair? It took you a long time! Be sure your child has enough time.

Things to do

- Choose clothes that will be easy for your child to put on and take off. Velcro closures or large buttons help. Mark the fronts of clothes.
- Have a schedule that works best for your child. Eat and then dress or dress and then eat.
- Choose and lay out clothes the night before.

- Once a week choose sets of clothes for each day of the week and put them in containers or jumbo-sized zipper bags. Let your child choose one set eachday.
- Have more than one of the favorite shirt.
- Have days of the week panties. Label them Sunday through Saturday.
- Let your child have a red day, a green day, etc.
- Be patient as your child learns. Some clothes may be inside-out. Work with your child to solve dressing problems.
- Compliment your child on good color choices...be specific.
- Have a "crazy dress" day where you and your child wear wild combinations. This is a good chance to do some teaching about what clothing is good together and what clothing isn't.
- Sometimes we expect a child to dress warmly when we are cold. Decide ahead of time what temperature requires a sweater or coat outside.

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16 DRESSING ACTIVITIES

THE BIG PICTURE: Using activities to make daily tasks fun can make your home more peaceful and make your child feel good about all the new things he or she is learning to do.

Use motions with the child as you say

Children put your pants on, pants on, pants on,
Children put your pants on, one, two, three.
Children put your socks on, socks on, socks on,
Children put your socks on, one, two, three.
Children put your shoes on, shoes on, shoes on,
Children put your shoes on, one, two, three.
Children put your sweater on, sweater on, sweater on,
Children put your sweater on, one, two, three.
Children now are all dressed, all dressed, all dressed,
Children now are all dressed, let's go play.

Books to Read

A younger child will enjoy **Getting Dressed**, Playskool Books, 1998. As you read it, ask your child to name the item of clothing in the picture. Have them point to the same item that they are wearing. Ask them what color it is.

Dressing for winter can be quite difficult as Froggy discovers in **Froggy Gets Dressed** by Jonathon London, et. al (1997). With your child make a girl or boy dressing doll out of cardboard. Have your child draw and color summer and winter clothes for it and, if they are old enough, cut the clothes out. Encourage your child to use imagination, mixing colors, stripes and polka dots.

Dressing up in parent's clothes like the little girl in **The Dress I'll Wear to the Party** by Shirley Neitzel (1995) is fun for a child. Give your child some old clothes that can be his for play. Keep them in a special dress-up box.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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1 A *FEARS*

THE BIG PICTURE: Fear can warn us of danger. It can help us make good decisions. As your child grows and becomes more aware of how big the "world" is he or she feels "small" and can be fearful.

Think Ahead

- Avoid scary books, TV shows, movies, news programs and trips.
- If your child hears of a fire, storm, or a violent crime let him or her know how far away it is. For example say, "You know how it takes one day and one night to drive to grandma's? Well it would take three days and three nights to drive to where the storm is."
- Respect your child's feelings. If he is afraid to pet a dog you might suggest that he might want to try it later.
- Do not use stories of the bogeyman. Children think they are real.

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- Practice what to do in case of a fire or tornado. Knowing what to do can reduce fears.
- Ease your child into new situations. Prepare her for things that might be scary. Showing pictures can help. For example, show the very young child pictures of a clown if you know she'll be seeing one.
- Comfort your child. Let him know that everyone is afraid sometimes.
- The fears are real. Listen and let your child know you believe her.
- Help him decide what will make him feel more comfortable in scary situations.

- Be patient with fears. Remember, some fears can be good warning signs.
- Get professional help if needed. This might be needed if
  - Your child has many sleepless nights
  - Your child is depressed and tearful
  - Your child has many stomach aches
  - Your child does not eat

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FEARS: ACTIVITIES TO USE

Sometimes people are afraid of make believe monster, spiders, and other bugs. These activities make these creatures less scary.

Little Miss Muffet (Be sure to play Little Mr. Muffet, too!)
Little Miss Muffet sat on a tuffet
Eating her curds and whey. (pretend to eat)
Along came a spider (wiggle your fingers)
Who sat down beside her (pretend to sit)
And frightened Miss Muffet away! (hands on cheeks)

This Little Monster (count off on each finger)
This little monster went to school, This little monster stayed at home.
This little monster took a mud bath, This little monster ate a bone!

Activities suggestions were created by the Youth Services Office of Akron -Summit County Library and reprinted from Kits for Kids with permission.

Let your child know everyone has fears. Bears are very large and brave, but even they can wonder what scary thing they might find on their travels.

THE BEAR WENT OVER THE MOUNTAIN

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
Afraid of what he'd see.

And all that he could see,
And all that he could see,
Was the other side of the mountain,

The other side of the mountain, The other side of the mountain,
Was all that he could see!

Make a Friendly Monster Paper Bag Puppet The creased area at the bottom is the mouth. Have your children make a monster face using crayons, markers, bits of fabric, foil, yarn, string, etc.. Maybe you'd like to make up a play about a little monster starring the puppet you made.

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19 *FEELINGS AND EMOTIONS*

THE BIG PICTURE: Our children must learn to recognize their feelings, accept them and be able to tell others how they feel. Once they can do this they will have choices in how to behave.

Things to Do

- Name your feelings . "I was *worried* when I couldn't see you in the back yard." "I am *happy* that Grandma is coming to visit us."
- Teach your children feeling words. You may have to help them name their feelings. Ask, "How did you feel when you got a smiley face on the chart at school?"...proud? happy? "How did you feel when Joey wouldn't share his truck?"...sad? disappointed? angry? You can think of many more.
- Use magazine or storybook pictures and talk about how the people in the picture feel.

- Help your child learn that feelings are good.
- Help your child learn to express feelings. Use dolls or puppets to act out stories.
- Sometimes children express feelings by crying. Allow him to do this.
- Help your child learn good ways to deal with feelings. Coloring can help when she is angry. Playing outdoors can help when he is excited. Talking can help when she is worried. Playing with stuffed animals can help when he is sad. Help him think of other good ways to express his feelings.
- Stay physically close to your child while your child shares feelings. At times it is good to hold or touch your child as he shares.
- Children must be safe when they express feelings.
- If they are too excited they may need outdoor play to work off their excess energy.

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21 *LYING*

THE BIG PICTURE: Very often when young children tell lies it is because they cannot tell the difference between what is real and what is make believe. Sometimes they do not really remember what happened or they are trying to keep from being punished. What they say makes it real to them even if it isn't the truth.

Show That Truth Is Important in Your Family

- Be a good example for your child. Be careful to give the real age when paying admission to a movie or park. Be careful not to make up stories for excuses. Do not say a child is sick when you are really keeping him home to do something special.
- Let your child see you being honest with her. Admit your mistakes. Do not tell a child a shot will not hurt when it will.
- Set realistic expectations. Sometimes parent expectations are too much and children lie to meet them.

- Remember, a lie is often a child's solution to a problem.

Things to Do

- Act calmly when you suspect lying.
- Try to find out why your child lied. Was your child embarrassed? Have you punished your child so harshly that she is afraid of the punishment if the truth is told? Did your child want attention or praise? Is your child bragging to add excitement to life?
- Give your child a way out. Say, "You said you didn't hit Michael on purpose. Could you have bumped into him? Did you mean to hurt him?"
- Help your child see what really happened but do not argue. "You had a glass of milk. It is empty now and there is milk on the floor. It may have been an accident but I know you spilled it. We have to be able to say what we did even if it was an accident. Let's clean it up."
- Let your child know you understand it is hard for her to tell the truth. Let her tell the story again.

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22 EATING

THE BIG PICTURE: If a child is healthy and active then she is probably eating correctly. Regular check-up with the doctor will show if children are gaining weight as they should for their age. The more we worry about food the more problems a child may have.

Things to do

- Meal time should be a happy time. Talk should be happy! Family members can share what was good in their day or use the time to learn a new fact or a new word.
- Make the meal a celebration.
- Let your child help you cook. Children love to help with such things as stirring, pouring, washing vegetables, and spreading soft butter.

Kids in the KITCHEN

- Let your child help you serve the food.
- Have special children's plates.
- Have your child decorate the table or placemats.

- From the time your child is very young offer her different kinds of foods. Do not insist she eats every kind of food.
- Let your child cut pictures of favorite foods for the shopping list.
- Let each family member take turns selecting one food for dinner.
- If your child says he is full do not force him to eat more.
- Be realistic about how much a young child will eat. Sometimes seeing a large portion makes your child turn away from the plate.
- Allow your child to say no to a certain food but he knows his other choice is bread and butter or fruit instead - nothing special.
- NEVER use food as a reward or punishment, especially dessert.
- Use a fancy straw, or add chocolate, to encourage your child to drink milk.
- If you don't want your child eating "junk" food don't have it in the house.
- Keep child size portions of healthy snacks such as carrots, popcorn, bite size cheese pieces, raisins, pretzels, jello, pudding, fruit, etc. available.

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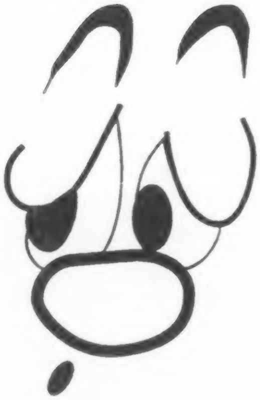
2

MISTAKES

THE BIG PICTURE: Mistakes give us chances for growth. Being wrong can give us a chance to find what will work. We can become problem solvers.



Modeling

- Be able to say, "I made a mistake."
- Be able to laugh at yourself when you make a mistake. We all need humor in our lives.
- Say to your child, "What I did won't work. I'll have to try something else."
- Be able to say, "I'm sorry."
- Share ways you learn from mistakes. Say, "I did not give enough time to get ready this morning. Tomorrow I'll plan to give you more time."

- Have your child help you solve the problem. Ask, "How do you think we can solve the problem?" Children are good at suggesting ideas.

Children's Mistakes

- Be careful to avoid using the word bad. "The lamp was broken, were you careful? What could you have done instead?"
- Help your child understand the difference between making mistakes and behaving in ways that are "bad".
- Talk about things that different children find hard and easy to do. Let your child suggest things like skips, jumps or hops that everyone can try. Don't limit the discussion just to actions but talk about things like being a friend, being kind, helping others and being cheerful.

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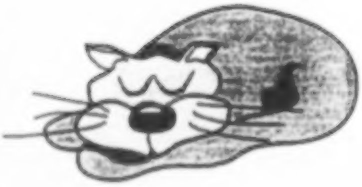
24 NAP TIME

THE BIG PICTURE: Have nap time be a happy, relaxing time. Resting quietly or sleeping allows your child time to rest and relax.



Things To Do

- Make a "Quiet Time" book with your child. Have him find pictures of quiet things in old magazines. Paste the pictures on sheets of paper and staple or tie the pages together.
- Have nap time at the same time every day. Set a routine and keep it.
- Have a quieting down time before naptime. Sing a song or read a story.
- Be gentle but firm.
- Calling it "rest time" makes some children more willing. It takes the pressure off of the child and helps her relax.

- Darken the room by pulling drapes and shades so that it feels like naptime.
- Let your child "sleep" in your bed.
- Let your child "read" her Quiet Book.
- Let your child look at a book or have a few toys in bed.
- Rubbing your child's back or forehead helps him fall asleep.

Use Music

- Invent stretching and relaxing exercises to go with whatever quieting music you use.
- Play tapes of environmental sounds such as the rain forest or ocean.
- Play selected, quieting classical music. (Baroque works best.)

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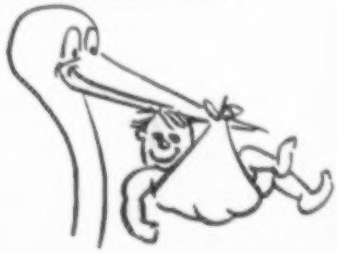
25 *NEW BABY: PREPARING THE OLDER CHILD*



THE BIG PICTURE: As a family welcomes a new baby it is important that the other child/children in the family are a part of the preparation as the family grows.

Things To Do

- You might let your child choose a baby doll from the store, or you choose one for the child. Let your child name it. You can use the doll to show your child how to treat a baby with gentleness. Your child will then have his/her own "baby" to care for while you care for the new baby.
- Be sure your child knows you will have time for him/her when the new baby comes. Set a "date" ahead of time just for him/her and plan something special for your time together.
- Check with you local hospital. Some have "Sibling Classes" for expectant brother and sister.
- Let your child help you wash the baby's clothes and set up the baby's room.

- Let your child suggest names for the new baby.
- Prepare your child for what it will be like when the baby comes.
- Spend time talking about your older child's birth. Share pictures and his or her baby book, if there is one.
- Make a scrapbook with the older child. Have pictures of things your child did and people your child enjoys. This will help when mom is in the hospital, and it will also give your child something to share when people come to see the baby.

- The older child can buy a small gift that mom can take to the hospital for the baby. Mom can also purchase a small gift to leave at home - the baby's gift to the big brother or sister.

Teach the older child a song to sing to the baby when it comes home. If your child is a Barney fan, the Barney Song, "I Love You," is very appropriate.

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25 *NEW BABY: WELCOME HOME!*

THE BIG PICTURE: The arrival of a new baby can be a source of fear and confusion for children. By planning ahead parents can help the older child know that he/she is still an important part of the family.

Things To Do

- Have your child visit you and the baby at the hospital.
- Give your child a gift to bring to the baby and have a gift from the baby to give the older child.
- The older child can draw a picture of the family including the new baby.

When Company Comes

- Ask that the visiting adult speak to the older child first. Let the older child be the one to "show off" the new baby.
- Have the older child be in charge of serving a treat when visitors come.

- Let the older child unwrap the baby's gifts.
- Have your older child help you with the baby by getting diapers and clothing, making the baby smile and doing many other things.
- Be understanding when the older child needs a little more attention and/or "forgets" some of the things he/she used to be able to do.
- Let someone baby-sit and have a date to do something with the older child, such as going to the library, the park or for ice cream.

Read The New Baby by Mercer Mayer (Western Publishing Co. 1983).

- Make up a list of things your child can do with your new baby.

Read Peter's Chair by Ezra Jack Keats (Harper Collins, Publisher, 1995).

- Talk about the things the baby is using that your older child once used. Ask how Peter felt about his chair at first and what helped him feel better.

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26A PROBLEM SOLVING

THE BIG PICTURE: Children are often faced with situations that will call for problem solving. These are the moments to teach children this important skill.

Use the Steps on the Other Side to Solve Daily Problems.

- Put the Problem Solving Steps on the refrigerator.
- Walk your child through the steps when there is a problem. For example, The family was planning on going on a special picnic and it is raining.

1. Ask your child how he/she is feeling about the change of plans.
2. Ask, "What's our problem?"
3. Say, "Let's think about some other fun things we could do today."
4. Choose with your child the ones that will work for both of you.
5. Do it!! (and have fun!)

PROBLEM SOLVING STEPS

1. Let your child take some time to **cool off**.

2. Have your child/children **name the problem** or name it for them.

3. Say, "I'm going to help you **think about ways to solve the problem. Let's name ideas** to solve it- as many as we can. Crazy and funny ideas are OK."

4. **Ask which of the ideas would be fair and would solve the problem.**

5. ***Choose*** **the best idea and use it!**

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26 *YOU CAN SOLVE IT!*

THE BIG PICTURE: Because parents cannot always be with their children it is important that we help children become confident in working out their problems.

Put the I Can Solve It! Steps on the Refrigerator

- Use the steps out loud when you need to solve a problem that relates to your child.
- Walk your child through the steps when he/she needs to solve a problem.
- Encourage your child to use the steps out loud without your help.

Use Books and Videos

- When a problem comes up in a new story you are reading or a video you are watching with your child, stop the story and use the steps. "How is Herbie feeling? What is his problem? What are some ways he could solve it? Which do you think is the best? Let's see what Herbie really does."

I CAN SOLVE IT!

Cool off.

Name the problem.

Think of ideas.

Choose one.

Do it!!!

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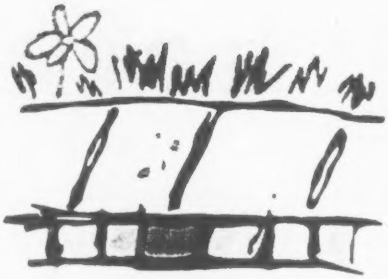
27 *SAFETY*

THE BIG PICTURE: Adults must help children develop skills that will help them to be safe. Children must be able to trust their own views and be able to speak their own thoughts. They must know that their bodies are their own.

CAUTION

Things to Do

- News is filled with violence and conflict. Help children learn about the **good** things that are happening. Share stories of people helping others.
- Be careful not to "scare" children by safety rules. Say, "Please stay where I can see you so I can help you be safe." Do not say, "Someone might grab you so you have to stay near me."
- Teach your child to yell, "I don't know you!" if approached by a stranger.
- When children are very young, supervise them but allow them to explore their surroundings.



- Teach children to respect their bodies. Set limits on them poking at one another. Tell them people do not like to have their bodies hit or poked.
- Respect a child's request not to be tickled.
- Allow children to express their feelings in a respectful way. Children do not have to agree with everything.
- Role play safety threatening situations and how to deal with them.
- Make sure your child knows first and last name, address and phone number.
- Have a password your child will recognize if you have others pick them up.
- Practice calling 911 on a pretend rotary and button phone with eyes closed.

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2

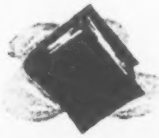
SCHOOL

THE BIG PICTURE : Leaving home for a daycare, preschool or school program can be scary for children. There are things you can do to make it easier.

Ideas that help

- Make a list with your child of things that will be needed. Find those things together.
- Decide on favorite lunches to pack if one is not provided or your child has special needs.
- Walk or drive your child to school before school begins. Talk about what mornings will be like when school starts. Talk about what it will be like after school.
- Take your child into the school or daycare a week before he or she starts there. Find your child's room, the water fountain, the play area, etc.

Books to share



Suki worries in **Will you Come Back for Me?** by Ann Tompert (1988) that her mother will not pick her up on her first day in daycare. Use this story to let your child know that you will always get him or her.

In **Timothy Goes to School** by Rosemary Wells (Dial Books for Young Readers, 1981), Timothy learns about making friends during his first week at school. Talk with your child about various ways to make friends.

In **What Will Mommy Do When I'm at School?** a girl wonders about whether her mother will be lonely - or have too good a time without her while she is in school. Talk with your child about what you will do while he or she is in school and what you will still do together.

Activities suggestions by the Youth Services Office of Akron -Summit County Library.

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29

SECURITY OBJECTS

THE BIG PICTURE: Years ago families had grandparents and other relatives who lived with them. Security objects are substitutes for these people who were extensions of our love. These objects fill the need for security and help the child to care for him/herself. They can calm moments of grumpiness. They are objects associated with comfort and the parents' presence.

What's This About?

- Rituals, schedules and familiar objects give children security. Children often have a favorite blanket or stuffed animal that gives them comfort at bed time or when they are upset.
- The parent and child can choose an item together if the child has not become attached to one but appears to need a little extra security.

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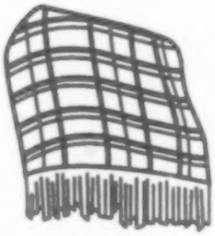
Things to Do

Because children can become upset if they do not have these objects



- Have two identical objects in case one is lost or forgotten, or needs to be washed.
- If your child has become attached to a blanket, you can cut it in half so that you can wash it or have a spare.

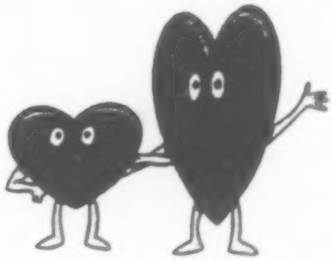
- Your child may have a special place to use the security item, such as a special chair where the "blankie" is kept.
- If the special object is missing, a doll or teddy bear might help your child focus on another object as he/she shares his/her feelings.

Older Pre-Schoolers

A child going to pre-school, child care, etc. may want to wear a small locket with Mom and/or Dad's picture in it, carry a family photo, or have a piece of his/her blankie pinned inside a pocket.

SELF-ESTEEM

THE BIG PICTURE: Self-esteem comes from being loved, being capable and being responsible.



Being Loved

- Say to your child, "I am so happy you are my son/daughter."
- Treat your child with respect.
- Catch your child being good!
- Love your child for who he is, not what he does!
- Encourage your child to follow her dreams. Be careful not to expect her to fulfill your dreams.
- Listen to your child. Be interested in what he/she says and feels.
- If your child seems to get sick to get attention, say, "I'm sorry you don't feel good. You don't have to be sick to have a hug. Just ask for one."

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Being Able To Do Things

- Never embarrass your child.
- Give choices to help him/her make decisions. For example: "Do you want jello or pudding?" or "Do you want to wear this green outfit or the jeans outfit?"
- Let your child know you believe in him/her!
- Say, "You did a super job solving that problem."
- Help your child to name his/her strengths and to build on them.

Being Responsible

- Give your child responsibility for things so he/she can feel good about succeeding. For example, a clock will enable your child to get up on time.
- Have a chart for your child. Let her put a sticker on it when she does her job...set the table, pick up her toys or whatever you and she decide.
- Help your child learn to say thank you when he is complimented. This helps him believe he is good or talented.

1

SHARING

THE BIG PICTURE: Sharing is a difficult skill for children to learn.

Things to Do

- Encourage sharing and praise a sharing gesture but remember that sometimes it is all right not to share.
- Many children find "taking turns" easier to do than "sharing".
- Do not force your child to share.
- Play sharing games with your child.
- Each child should have a private place where he can keep things that he does not want to share.
- Before a friend comes to play, help your child decide which toys she is willing to share and which ones she wants to put away.

- When your child won't share, talk about how she feels when other children don't share their toys.

- When your child chooses not to share a special toy, ask if he can find something he is willing to share.
- When children fight over a toy, redirect their attention. "Oh, no! I just remembered that we didn't feed the fish yet. Who'd like to help me?"
- Sometimes it's best to give both children choices. "I'll hold the toy until we find something that both of you can play with or you can take turns playing with this one."
- Set time limits: "Tamika can play with the toy for 5 minutes, then Sara for 5 minutes." Using a kitchen timer may help.
- If your child is allowed to bring toys to school, it might be good to limit these to ones he/she is willing to share.

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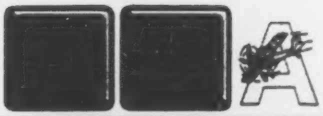
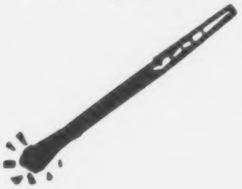


SICKNESS, DOCTOR VISITS AND TESTS

THE BIG PICTURE: How adults deal with a children's sickness can keep them from being afraid of it.

When your child is sick

- Listen to what your child is feeling.
- Help your child name what hurts. Use words that let them know you understand. "Your throat feels all scratchy?"



- Explain why you are doing what you are doing. "Mommy needs to be able to tell the doctor how hot your body is." "This bath will make you feel more cool and comfortable."
- Play doctor with your child. "Let's check your doll's throat and see how she/he's doing." "Let's see how your throat looks?"
- Do not lie when you need to do something that might hurt.

Medicine

- Give the medicine a fun name. "Time for your Cool Dude drops" or "Tummy Drop Time."
- Make the dropper into an airplane coming in for a landing.
- If the medicine is distasteful, rub an ice cube on your child's tongue first. "Let's freeze out the yuckies."

Doctor Appointments

- Pay a visit to the doctor's office before your child needs to go.
- Talk to your child about what will happen at the doctor's office.

Hospitals

- If your child is going to the hospital let your child choose a special doll or stuffed animal to take.

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SICKNESS IN THE FAMILY

THE BIG PICTURE: Young children can cope better with the illnesses of those they love when adults help them understand what is happening.

When a family member is in the hospital or very sick...

- Be aware that your child is always listening even when he or she seems to be playing, watching TV or resting.
- Be sensitive to your child's fears.
- Assure your child that a hospital is a good place to be when you are not feeling well and that the doctors and nurses will help.
- Do not make promises that are untrue. Do not say, "Mommy will be just fine" if that is not the case. "Grandpa is feeling pretty sick but the doctors are trying to help him get better" is more honest.

Help your child connect

- "I know you miss your brother. I'm going to leave this picture of him hugging you right here so you can see him every day until he's back home."
- Choose a simple gift your child can send to the hospitalized person. "When Grandma hugs this Teddy bear she'll be hugging you."

Activities

- Children can make cards or pictures for the sick person or shut in.
- Children can make a game or puzzle for their loved one.

Kisses from Rosa by Petra Mathers (1995) addresses a serious illness of a parent. Rosa goes to stay with her aunt and cousin on their farm while her mother is treated for a serious illness.
Mommies Don't Get Sick by Marylin Hafner (1997) is a lighter look at a parent's illness.

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STEALING

THE BIG PICTURE: Children realize that some things are theirs and some things belong to others. They do not always rememberthat they need to ask to use or take something that is not theirs. Around five or six they may rememberbut sometimes they still follow their impulses and take what does not belong to them. We must help them learn to respect other peoples' toys and clothing.

Things to Do

- Model honesty to your child. Do not take things that do not belong to you, for example pens, pencils or envelopes from work.
- Be a good example for your child. Return property you find. If you get extra change at the store, return it.
- Teach your child how to borrow and return things.

When your child wants another child's toy

- Review the rules..."We do not take things that do not belong to us."
- Help your child learn to ask herself questions when she wants a toy. "Who does this toy belong to? Can I play with it?"
- Let your child know you understand his feelings. Say, " I know you want that truck but it is Sean's. Ask Sean if you can play with it."
- If your child would like a toy suggest she put it on a wish list or start to save her money.
- Question a child who comes home with something new. If your child says someone gave it to him, quietly find out if the story is true.
- Ask how he would feel if his friend took his toys home without asking.
- If a child takes another child's toy be sure she returns it but do not force her to apologize.

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STEALING: PREVENTING AND ADDRESSING PROBLEMS

THE BIG PICTURE: Children want many items their friends have or that they see advertised on television. It is good to think of ways you wish to handle this.

Money

- Do not "tempt" your child. It is better not to leave money around.
- Know how much money is in your purse/wallet. That way you can nip a stealing problem in the early stages.
- Try to figure out a way your child can have a small amount of money for his own use.

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Shoplifting

- Know that as soon as your child is old enough to go to the store the temptation to shoplift is there.
- Shoplifting is common among pre-teens, and youngsters often use shoplifting as a kind of proof that they are one of the group.
- If your child takes something from the store without paying, take him back to return it. (Do not let the clerk tell him it is OK...It is not OK!!)

Think About It

- Try to discover why your child is stealing. Is she jealous of a new baby? Is she trying to prove to others that she has things? Is he looking for your attention?
- Be careful not to call your child a thief.

5 *STRESS*

THE BIG PICTURE: Young children cannot always tell adults what they are feeling. Their stress can be seen through their behavior.

Things to Do

- Try to determine what is causing stress in your child's life.
- Check your own stress level. Children can feel your stress and pick it up.
- Routines help children stay calm.
- Tell your child what will be happening each day so they know what to expect.
- Too many activities in one day can cause stress for you and your child. Limit the number of activities if you see them affecting you and/or your child.

- Over stimulation can cause a child stress. Do not give them too many choices or surround them by too many things or people. For example, on a child's birthday the number of guests should be the same as your child's age: one guest at age one, two guests at age two. Usual visitors, such as grandparents, are not counted as guests.
- Have a quiet area in your home where your child can calm down. This might include an area with pillows or a throw rug and stuffed animals.
- Help your child learn tricks to relax. These might include counting to 10, taking deep breaths, picturing a calm scene such as a sunset on a lake, etc.
- Play a game of relaxing toes, feet, ankles, legs - all the way up to the head. Get silly. A good laugh always helps.
- Activities that help children calm down include: water play, playing in sand, using play doh or modeling clay, and looking for animals in the clouds.

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6A TANTRUM PREVENTION

THE BIG PICTURE: Tantrums are a sign that a child is growing in independence and becoming a person with his/her own feelings, opinions, and needs. Tantrums are a way for a child to release tension, and to express tiredness and/or frustration.

Things to Do to Prevent Tantrums

- *As the parent, set a good example and control your temper. Let your child see you express your anger in ways that do not hurt others.*
- *Give your child alternatives whenever possible. Your child needs to learn to express his/her feelings but in an acceptable manner.*
- *Make a no answer sound like yes. "We can't buy that now but would you like to put it on your birthday list, wish list, etc.?" "Of course you may go outside as soon as you make your bed."*

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"Timing is everything..."

- Have a schedule for naps, meals, play and bed. Work errand times around this schedule.
- Try to plan only one "extra" event a day. Doing too many things can cause stress for both you and your child.
- If your child is tired, do not take him to a toy store and struggle when he wants things.

Think About It. "What's Going On Here?"

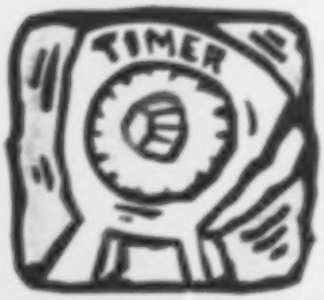
- If certain TV shows or cartoons cause your child to lose control then do not let her watch them.
- If certain toys cause stress for your child, put them away until he/she is ready for them.
- Have clear limits. Be consistent: say what you mean and do what you say.
- Think win-win. What can you do to meet both your needs and your child's?

TANTRUM - FIRST AID

Things to Do at the First Signs that a Tantrum is Coming

- Try to redirect your child's interest. Take out an interesting toy that you have put away for occasions such as these when you want to distract your child.
- Very young children can be soothed by calming statements that show you understand their frustration or anger. "I know you are upset that I will not buy you candy. We can't always have everything we want."
- Share understanding statements with your child: "I know you are tired. We will be home soon." "I know you don't want to wear the seat belt. Let's play a game while we're driving." Remind your child that seat belts are a rule and you need to keep the rule because you love him/her so much.

- Redirecting your child's attention will help. "I know you are upset that Luke is playing with the truck. Would you like to play with the steam shovel?"
- Remove your child from the stressful situation. He or she may calm down.



Use a Timer

- Set the timer, see if your child can calm down and beat the timer.
- Set the timer for more time than you think your child needs. This will help him/her feel good about beating the clock.

- When your child is old enough, let him/her set the timer.
- Learn what works best for your child. Does it help to ignore the tantrum? Does it help if you rub your child's back?

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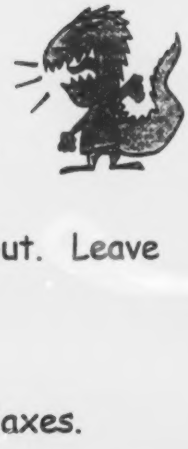
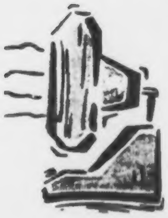
6 BIG-TIME TANTRUMS



- Do not give into the tantrum.
- Take control during a tantrum and move your child quickly to a private area.
- Tell your child that you will be there when he is ready to come out. Leave the room, close the door, and calm yourself.



Keep Your Cool

- Stay calm. It helps tame the tantrum if the adult relaxes.
- Establish a time-out place you can go to cool down. Tell your child you are taking a time out.
- Find ways you can cool down and relieve your own tension. Do this by deep breathing, taking a few minutes alone, beginning a cleaning project or whatever helps you calm down and relax. Do not be afraid to tell your child you need cool down time.
- Picture a beautiful, calm place or memory. Put yourself in the picture.

- Try to handle your feelings with humor and honesty.

Talk to Yourself

- How important will the event causing the temper tantrum be in ten years?
- Remember, you are NOT a bad parent.
- Think good thoughts about your child during the tantrum.

When the Tantrum is Over

- Do not yell. Let your child know he or she is still loved.
- Never punish your child for a temper tantrum.
- Help your child learn to name the feelings that caused the tantrum and to act out what she can do the next time she feels that way.
- Help your child learn how to cool down through a quiet activity or a physical activity. Practice these when your child is not upset.

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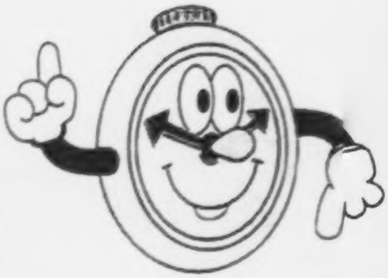
7 *TIME OUT*

THE BIG PICTURE: Both in school and out of school Time Out is used to "discipline" children. Perhaps it would be better to consider it an opportunity for the child to grow in self-discipline. This way of thinking can help children cool down, feel better and therefore help them change behavior. Time Out can help a child gain control of his/her emotions and actions.



Use Time Out to Cool off

- Time Out for children gives them time to cool down.
- Give yourself a Time Out when you feel stressed.
- Let your child set the timer. Keep time outs short. One or two minutes of time out for each year of a child's age is suggested.
- Let your child know that when he feels better he can leave time out.

Use Time Out to Change the Child's Behavior

- Ask "Do you need a Time Out?" If the unacceptable behavior doesn't stop or your child is very upset, direct her to take a time out until she feels better or is ready to come back and act in a way that is acceptable to you.
- Tell your child what you want. "You need to take a time out until you are ready to play with Jeremy instead of pushing him."

After the Time Out

- After a Time Out, talk with your child about what rule was broken. Discuss the consequences. Sometimes the Time Out is enough.
- Listen to your child's side of the story.
- Ask your child what he/she will do next time.
- Practice that behavior. "Pretend I'm Jeremy. Show me how you'll ask Jeremy to move next time instead of pushing him."
- If misbehavior involves another child, bring both children to talk it out.

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TRANSITIONS

THE BIG PICTURE: Many time throughout the day we ask children to change from one activity to another. They must change from eating, to playing, to getting washed up, and many other activities. They feel a void when they are pulled from one activity to another.

Things to Do

- Tell your child what will happen ahead of time. Say, "When we finish eating we have to go to the store. Which toy would you like to take with you?" or, "It is almost bedtime. Which book would you like me to read to you when this TV show is over?"
- Give warnings ahead of time. Say, "In five minutes it will be time to clean up your toys and get ready for dinner."

- Use a timer. Say, "Your toys need to be put away before the timer rings."
    - Make cleaning up toys a game by beating the timer or putting toys up better and faster than the last time.
    - Label shelves with pictures and words to make clean up easier.
- Let your child name a song he/she likes. "By the time we are finished singing *The Name of the Song* you need to be ready for lunch."
- When getting ready to leave places where your child is having fun, such as the park or the home of friends, say, "We have to leave in 5 minutes. Go and do your favorite thing one more time." Leave in a happy way.
- Allow your child to be part of the transition. Say, "Will you please get the grocery list so we can go to the store?"
- Young children sometimes enjoy saying good-bye to what they are doing. They might say, "Good bye TV, I'll be back later to watch you." This seems simple but it works.

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9 WHINING AND NAGGING

THE BIG PICTURE: Children communicate their feelings through whining and nagging. Their feelings and needs are real. The behavior is difficult to deal with but bad habits such as whining and nagging can be changed.

Things to Do

- Be patient and calm when your child whines.
- Listen for what your child really needs or feels.
- Do not generalize what is wrong.
- Let your child know the "whiny" voice bothers you. Say, "Whining hurts my ears. I can tell you are upset waiting for your program to come on. Is there another way you can let me know what you are feeling."
- Say, "Ask in your big girl/boy voice."

- Set up ground rules. Say, "If you whine I won't give you what you want. Ask politely and I will consider it."
- Give choices. Show your child how to ask instead of whining.
- Ask questions, "Are you tired? Are you hungry? Are you upset with Casey?"
- Give a hug, a pat on the head or shoulders or just look directly and kindly into your child's eyes.
- Say, "It sounds like you need a hug." After the hug ask, "What would help you feel better?"
- Most of the time children whine for attention. Even if you are very busy, the short time you take to talk or hug will take a lot less time than the whine/annoyance, whine/anger syndrome that will happen if you don't take the time.

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40A *WORK: Getting Started*

THE BIG PICTURE: Success with work helps a child feel good about her/himself. Doing little jobs helps the child feel part of the family. A child learns to care for self, to be thoughtful of others and to cooperate.

Getting Started

- *Give chores at an early age and welcome your child's help.*
- *Adults should agree on the child's jobs.*
- *Allow your child to help even though it may make more of a mess at first, such as preparing food, sorting laundry, or washing the floor.*
- *Choose jobs where the child can see the results when the job is finished.*
- *Do the chore together the first time, giving simple, clear instructions.*
- *Praise your child immediately. A star on a chart may also help.*

Fit the Job to the Child

- Allow children to feel good about finishing jobs.
- Keep the tasks small for a small child.
- Let your child use "child-size" equipment. A short broom or a stool for washing dishes helps.
- Learn what works best with each child. Does he or she prefer to work alone or with you nearby?
- Let your child learn by trying. Making mistakes is a chance to learn a better way.

Offer Choices

- Offer choices to the child and share the job. Do you want to pick up the cars or the Legos? Only offer choices you can live with!
- As a family, decide what will happen if your child does not do his/her jobs. "You can pick up your toys now, or you can pick them up instead of seeing ________ (a favorite TV show.)"

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40 *WORK: Making It Easy And Fun*

THE BIG PICTURE: Everyday jobs can be the source of tension or conflict for a family. They can also be chances to have fun with your child while you help him/her learn to be responsible.

Make it easy

- Individual containers help the child keep things in order. Use cardboard boxes, plastic dishpans, old lunch boxes and other such containers.
- Cut out pictures with your child of what belongs in each container. Tape them to it with clear plastic so your child knows where things belong.
- Have a wastebasket and laundry container in the child's room.
- Break jobs up into smaller tasks to keep the job from being too big. For example, in the bedroom clear the bed first. Decide what part to do next.

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Make It Fun

- Making a "game" of cleaning up toys makes it more fun for the child. Use a timer and have a race, let the child score "baskets" for each toy put in the box, or use music and let the child be a robot cleaning up toys.
- Using a feather duster makes the job fun.
- Time how many seconds it takes to pick up toys, put on shoes, etc..
- Take turns being the "Clean up Captain." The child will delight in finding something you missed and will try to do better than you do in picking up.

Make Work fun For You And Your Child

Choose a song that your child knows and help him/her make up words that fit. For example **The More We Pick Our Toys Up** (The More We Get Together.)

The more we pick our toys up, our toys up, our toys up,
The more we pick our toys up the happier we'll be.
Tomorrow we'll start fresh with toys from our toy chest.
The more we pick our toys up the happier we'll be.